INTERNAL MONITORING REPORT

November 20, 2024

Policy: **1.0 Schooling, Graduates, Dropouts Combined Data Report**
Policy Category: **Ends**
Period Monitored: **2023-24 School Year**

This is my monitoring report on the Board of Education's Ends Policy 1.0 Schooling, Graduates, Dropouts Combined Data Report. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Chris Gdowski, Superintendent
November 20, 2024

DEMOGRAPHIC DATA:

Group	2018-19		2023-24		Change 2018-19 to 2023-24
	Number	**Percent**	**Number**	**Percent**	
Female	18976	48.3%	16920	48.3%	**0.0%**
Male	20306	51.7%	18067	51.6%	**-0.1%**
Asian	2132	5.4%	2415	6.9%	**1.5%**
Black	710	1.8%	533	1.5%	**-0.3%**
Hispanic	16296	41.5%	15949	45.6%	**4.1%**
Native American	216	0.5%	147	0.4%	**-0.1%**
Two or More	1252	3.2%	1749	5.0%	**1.8%**
White	18619	47.4%	14166	40.5%	**-6.9%**
FRL	14673	37.4%	17788	50.8%	**13.4%**
GT	3791	9.7%	4602	13.1%	**3.4%**
IEP	4344	11.1%	4549	13.0%	**1.9%**
ML*	7196	18.3%	5810	16.6%	**-1.7%**

ML values include NEP, LEP and FEP Monitored Year 1 and Year 2 students

Analysis:
- The percentage of students by gender has remained basically the same from the 2018-19 to 2023-24 school years.
- In terms of ethnicity by percentage, Asian, Hispanic and Multi-racial populations have grown from 2018-19 to 2023-24 while Black, Native American and White populations have declined, particularly the White population.
- In terms of special populations by percentage, only the multilingual learner population has declined from 2018-19 to 2023-24, with a dramatic increase in the percentage of students eligible for free and reduced lunch.

STATE ACHIEVEMENT DATA:

CMAS ELA (Mean Scale Score)

Level	Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
ES	**All Students**	**742.9**	**739.7**	**740.8**	**740.4**	**-0.4**	**-2.5**
	Female	748.3	743.4	745.8	743.4	-2.4	-4.9
	Male	738.7	736.3	737.9	737.5	-0.4	-1.2
	Asian	760.3	750.5	749.5	749.3	-0.2	-11.0
	Black	733.5	732.5	728.4	726.1	-2.3	-7.4
	Hispanic	728.6	724.5	727.7	725.7	-2.0	-2.9
	Native American	735.6	733.0	737.5	734.3	-3.2	-1.3
	Two or More	754.7	753.3	755.3	752.7	-2.6	-2.0
	White	753.5	751.3	752.8	752.7	-0.1	-0.8
	FRL	726.2	719.9	721.9	722.8	0.9	-3.4
	GT	780.1	777.4	780.7	779.7	-1.0	-0.4
	IEP	703.7	698.7	700.9	702.1	1.2	-1.6
	ML	710.7	702.5	705.5	703.7	-1.8	-7.0
MS	**All Students**	**744.4**	**738.6**	**738.3**	**739.9**	**1.6**	**-4.5**
	Female	752.9	745.4	746.0	745.6	-0.4	-7.3
	Male	737.6	733.3	734.0	734.6	0.6	-3.0
	Asian	762.8	760.4	763.2	755.9	-7.3	-6.9
	Black	733.2	728.7	732.1	724.7	-7.4	-8.5
	Hispanic	730.0	724.5	724.9	725.0	0.1	-5.0
	Native American	738.6	731.7	731.8	738.5	6.7	-0.1
	Two or More	754.8	749.0	751.1	754.2	3.1	-0.6
	White	755.3	749.5	749.9	751.6	1.7	-3.7
	FRL	726.6	720.4	720.2	721.9	1.7	-4.7
	GT	783.0	774.2	775.2	776.3	1.1	-6.7
	IEP	703.4	700.0	700.0	700.7	0.7	-2.7
	ML	704.5	697.9	697.1	698.3	1.2	-6.2

Analysis:
- At the elementary level, there were general declines comparing 2023 to 2024 as well as 2019 to 2024, with declines from 2019 to 2024 being larger in most instances.
- Elementary ELA achievement is below pre-pandemic levels for all subgroups.
- At the middle school level, there were general improvements comparing 2023 to 2024; however, there we significant declines when comparing 2019 to 2024.
- Middle school ELA achievement is below pre-pandemic levels for all subgroups.

CMAS Math (Mean Scale Score)

Level	Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
ES	**All Students**	**734.9**	**732.8**	**734.3**	**736.3**	**2.0**	**1.4**
	Female	734.1	730.6	731.9	733.6	1.7	-0.5
	Male	735.7	735.0	736.7	738.8	2.1	3.1
	Asian	757.0	754.3	751.6	750.7	-0.9	-6.3
	Black	720.8	714.9	721.4	720.2	-1.2	-0.6
	Hispanic	720.5	717.0	718.9	721.4	2.5	0.9
	Native American	724.9	735.4	738.3	734.4	-3.9	9.5
	Two or More	742.1	744.2	745.7	747.9	2.2	5.8
	White	745.3	744.3	746.4	748.3	1.9	3.0
	FRL	718.4	713.7	715.5	719.5	4.0	1.1
	GT	775.9	773.6	776.1	778.3	2.2	2.4
	IEP	702.8	700.5	700.1	704.7	4.6	1.9
	ML	708.6	702.1	703.1	706.1	3.0	-2.5
MS	**All Students**	**736.2**	**729.5**	**729.1**	**730.4**	**1.3**	**-5.8**
	Female	737.1	729.5	728.2	729.4	1.2	-7.7
	Male	735.3	729.5	730.0	731.4	1.4	-3.9
	Asian	757.2	753.7	751.2	752.5	1.3	-4.7
	Black	723.7	715.5	714.3	714.0	-0.3	-9.7
	Hispanic	721.3	714.1	714.2	714.9	0.7	-6.4
	Native American	733.0	721.3	717.4	715.0	-2.4	-18.0
	Two or More	745.1	740.5	740.3	740.9	0.6	-4.2
	White	746.6	740.6	740.4	742.5	2.1	-4.1
	FRL	719.1	711.1	711.3	712.9	1.6	-6.2
	GT	777.0	769.2	768.8	771.3	2.5	-5.7
	IEP	699.4	698.4	698.3	700.7	2.4	1.3
	ML	702.4	697.8	696.0	697.5	1.5	-4.9

Analysis:
- At the elementary level, there were primarily improvements comparing 2023 to 2024 as well as 2019 to 2024.
- Elementary Math achievement is higher than pre-pandemic levels for most subgroups.
- At the middle school level, there were general improvements comparing 2023 to 2024; however, there were significant declines when comparing 2019 to 2024.
- Middle school ELA achievement is below pre-pandemic levels for virtually all subgroups.

SAT EBRW (Mean Scale Score)

Group	2019	2022	2023	2024*	Change 2023 to 2024	Change 2019 to 2024
All Students	**490.6**	**497.0**	**504.3**	**497.9**	**-6.4**	**7.3**
Female	501.0	498.9	506.5	494.7	-11.8	-6.3
Male	480.6	495.1	502.1	500.7	-1.4	20.1
Asian	521.6	536.6	538.6	531.0	-7.6	9.4
Black	486.6	469.7	450.3	468.7	18.4	-17.9
Hispanic	442.8	446.1	453.5	449.5	-4.0	6.7
Native American	431.6	747.4	<16	<16	N/A	N/A
Two or More	511.0	523.3	542.6	544.7	2.1	33.7
White	527.0	539.0	544.3	538.3	-6.0	11.3
FRL	445.4	437.6	441.5	438.4	-3.1	-7.0
GT	619.6	624.6	628.1	625.0	-3.1	5.4
IEP	388.5	397.4	395.5	380.5	-15.0	-8.0
ML	369.7	366.7	363.9	344.1	-19.8	-25.6

SAT Math (Mean Scale Score)

Group	2019	2022	2023	2024*	Change 2023 to 2024	Change 2019 to 2024
All Students	**487.1**	**485.2**	**494.0**	**486.1**	**-7.9**	**-1.0**
Female	485.6	476.6	488.3	476.0	-12.3	-9.6
Male	488.6	493.8	499.6	495.8	-3.8	7.2
Asian	537.5	557.2	555.6	538.7	-16.9	1.2
Black	478.9	460.0	428.0	443.2	15.2	-35.7
Hispanic	437.2	432.7	440.8	436.8	-4.0	-0.4
Native American	422.8	453.8	<16	<16	N/A	N/A
Two or More	503.0	507.2	514.1	527.6	13.5	24.6
White	523.0	525.1	533.7	524.3	-9.4	1.3
FRL	437.8	424.2	427.1	427.1	0.0	-10.7
GT	627.8	617.0	625.8	616.2	-9.6	-11.6
IEP	379.2	387.2	378.2	368.2	-10.0	-11.0
ML	371.4	363.4	366.5	352.3	-14.2	-19.1

*Student achievement declined statewide based on the new digital version of the SAT, particularly in Math.

Analysis:
- For SAT EBRW, there were declines for virtually every subgroup comparing 2023 to 2024 though there were some improvements comparing 2019 to 2024.
- SAT EBRW achievement is higher overall and for roughly half the subgroups compared to pre-pandemic levels.
- For SAT Math, there were declines for virtually every subgroup comparing 2023 to 2024 and for most subgroups when comparing 2019 to 2024.
- SAT Math achievement is lower overall and for most of the subgroups compared to pre-pandemic levels.

STATE GROWTH DATA:

CMAS ELA (Median Growth Percentile)

Level	Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
ES	**All Students**	**51.0**	**53.0**	**49.0**	**46.0**	-3.0	-5.0
	Female	55.0	54.0	52.0	47.0	-5.0	-8.0
	Male	49.0	52.0	47.0	46.0	-1.0	-3.0
	Asian	59.0	63.0	56.0	52.0	-4.0	-7.0
	Black	45.0	51.0	40.5	35.0	-5.5	-10.0
	Hispanic	50.0	47.0	46.0	42.0	-4.0	-8.0
	Native American	51.5	N/A	N/A	N/A	N/A	N/A
	Two or More	50.5	64.5	54.0	50.0	-4.0	-0.5
	White	52.0	54.0	52.0	49.0	-3.0	-3.0
	FRL	49.0	46.0	45.0	42.0	-3.0	-7.0
	GT	58.5	63.0	60.0	53.0	-7.0	-5.5
	IEP	42.0	37.0	40.5	37.0	-3.5	-5.0
	ML	52.5	50.0	48.0	45.0	-3.0	-7.5
MS	**All Students**	**51.0**	**47.0**	**47.0**	**49.0**	2.0	-2.0
	Female	54.0	52.0	49.0	52.0	3.0	-2.0
	Male	48.0	42.0	43.0	45.0	2.0	-3.0
	Asian	59.0	59.0	56.0	59.0	3.0	**0.0**
	Black	48.5	49.0	54.0	46.0	-8.0	-2.5
	Hispanic	49.0	44.0	42.0	45.0	3.0	-4.0
	Native American	55.0	N/A	N/A	N/A	N/A	N/A
	Two or More	55.5	45.0	51.0	54.0	3.0	-1.5
	White	52.0	46.0	49.0	50.0	1.0	-2.0
	FRL	48.0	43.0	42.0	45.0	3.0	-3.0
	GT	55.0	56.0	57.0	55.0	-2.0	**0.0**
	IEP	46.0	30.0	33.0	42.0	9.0	-4.0
	ML	50.0	44.0	42.0	47.0	5.0	-3.0

Analysis:
- At the elementary level, there were general declines comparing 2023 to 2024 as well as 2019 to 2024, with declines from 2019 to 2024 being larger in most instances.
- Elementary ELA growth is below pre-pandemic levels for all subgroups and mostly below the state expectation of the 50th percentile in 2024.
- At the middle school level, there were general improvements comparing 2023 to 2024; however, there were declines when comparing 2019 to 2024.
- Middle school ELA growth is below pre-pandemic levels for all subgroups and mostly below the state expectation of the 50th percentile in 2024.

CMAS Math (Median Growth Percentile)

Level	Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
ES	**All Students**	**57.0**	**57.0**	**53.5**	**52.0**	**-1.5**	**-5.0**
	Female	55.0	58.0	53.0	50.0	-3.0	-5.0
	Male	58.0	56.0	54.0	53.0	-1.0	-5.0
	Asian	65.0	68.5	66.0	58.0	-8.0	-7.0
	Black	54.0	N/A	46.0	40.0	-6.0	-14.0
	Hispanic	54.0	52.0	48.0	48.0	0.0	-6.0
	Native American	48.0	N/A	N/A	N/A	N/A	N/A
	Two or More	52.0	59.0	56.5	58.5	2.0	6.5
	White	58.0	60.0	57.0	54.0	-3.0	-4.0
	FRL	52.0	51.0	46.0	48.0	2.0	-4.0
	GT	66.0	59.0	65.0	61.0	-4.0	-5.0
	IEP	47.0	40.5	37.0	41.0	4.0	-6.0
	ML	58.0	54.0	50.0	54.0	4.0	-4.0
MS	**All Students**	**54.0**	**50.0**	**50.0**	**48.0**	**-2.0**	**-6.0**
	Female	55.0	48.0	51.0	49.0	-2.0	-6.0
	Male	53.5	52.0	50.0	46.0	-4.0	-7.5
	Asian	60.0	62.0	60.0	56.0	-4.0	-4.0
	Black	53.5	N/A	57.5	43.0	-14.5	-10.5
	Hispanic	51.0	46.0	45.0	43.0	-2.0	-8.0
	Native American	52.5	N/A	N/A	N/A	N/A	N/A
	Two or More	55.0	59.0	55.5	49.0	-6.5	-6.0
	White	55.0	51.0	53.0	52.0	-1.0	-3.0
	FRL	51.0	45.0	45.0	42.0	-3.0	-9.0
	GT	58.0	59.0	58.0	60.0	2.0	2.0
	IEP	45.0	42.0	38.0	43.0	5.0	-2.0
	ML	55.0	45.0	45.0	42.0	-3.0	-13.0

Analysis:
- At the elementary level, there were general declines comparing 2023 to 2024 as well as 2019 to 2024, with declines from 2019 to 2024 being larger in most instances.
- Elementary Math growth is below pre-pandemic levels for virtually all subgroups, though the majority of subgroups met the state expectation of the 50th percentile in 2024.
- At the middle school level, there we general declines comparing 2023 to 2024 and when comparing 2019 to 2024.
- Middle school Math growth is below pre-pandemic levels for virtually all subgroups and below the state expectation of the 50th percentile in 2024.

PSAT/SAT EBRW (Median Growth Percentile)

Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
All Students	**47.0**	**50.0**	**48.0**	**48.0**	0.0	1.0
Female	49.0	50.0	45.0	43.0	-2.0	-6.0
Male	45.0	51.0	51.0	53.0	2.0	8.0
Asian	53.0	58.0	50.0	52.5	2.5	-0.5
Black	45.0	50.0	40.0	50.0	10.0	5.0
Hispanic	40.0	44.0	45.0	40.0	-5.0	0.0
Native American	51.0	56.0	N/A	N/A	N/A	N/A
Two or More	50.0	52.0	48.0	52.0	4.0	2.0
White	51.0	54.0	52.0	52.0	0.0	1.0
FRL	42.0	44.0	42.0	40.0	-2.0	-2.0
GT	57.0	61.0	57.0	58.0	1.0	1.0
IEP	36.0	38.0	41.0	34.0	-7.0	-2.0
ML	37.0	38.0	40.0	36.0	-4.0	-1.0

PSAT/SAT Math (Median Growth Percentile)

Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
All Students	**54.0**	**52.0**	**51.0**	**52.0**	1.0	-2.0
Female	52.0	49.0	49.0	52.0	3.0	0.0
Male	55.0	53.0	53.0	52.0	-1.0	-3.0
Asian	64.0	58.0	55.0	62.0	7.0	-2.0
Black	57.0	55.5	44.5	46.0	1.5	-11.0
Hispanic	48.0	44.0	45.0	46.0	1.0	-2.0
Native American	55.0	57.5	54.0	61.0	7.0	6.0
Two or More	45.0	57.5	54.0	52.5	-1.5	7.5
White	57.0	55.0	55.0	57.0	2.0	0.0
FRL	48.0	42.0	44.0	45.0	1.0	-3.0
GT	57.0	61.0	61.0	60.0	-1.0	3.0
IEP	48.0	35.0	38.0	30.0	-8.0	-18.0
ML	45.0	37.0	41.0	37.0	-4.0	-8.0

Analysis:
- For EBRW, there were increases for about half of the subgroups comparing both 2023 to 2024 and 2019 to 2024.
- For EBRW, about half the subgroups met the state expectation of the 50th percentile in 2024.
- For Math, there were increases for most of the subgroups comparing both 2023 to 2024; however, most subgroups declined from 2019 to 2024.
- For Math, most of the subgroups met the state expectation of the 50th percentile in 2024.

ACCESS (Median Growth Percentile)

Level	Group	2019	2022	2023	2024	Change 2023 to 2024	Change 2019 to 2024
ES	**All Students**	**53.0**	**52.0**	**53.0**	**54.0**	**1.0**	**1.0**
	Female	56.0	53.0	53.0	55.0	2.0	-1.0
	Male	51.0	51.0	52.0	53.0	1.0	2.0
	Asian	60.0	70.0	64.0	63.0	-1.0	3.0
	Hispanic	52.0	48.0	51.0	51.0	0.0	-1.0
	White	66.5	58.0	57.5	70.0	12.5	3.5
	FRL	53.0	50.0	51.0	54.0	3.0	1.0
	GT	66.0	<20	<20	76.0	N/A	10.0
	IEP	39.0	41.5	40.0	43.0	3.0	4.0
MS	**All Students**	**55.0**	**59.0**	**55.0**	**51.5**	**-3.5**	**-3.5**
	Female	57.0	64.5	54.0	54.0	0.0	-3.0
	Male	53.0	57.0	56.0	51.0	-5.0	-2.0
	Asian	69.0	72.0	59.0	61.0	2.0	-8.0
	Hispanic	54.0	57.0	54.5	49.0	-5.5	-5.0
	White	<20	<20	<20	60.0	N/A	N/A
	FRL	54.0	59.0	54.5	51.0	-3.5	-3.0
	GT	<20	<20	<20	<20	N/A	N/A
	IEP	46.5	49.5	43.0	44.0	1.0	-2.5
HS	**All Students**	**55.0**	**56.0**	**52.0**	**56.0**	**4.0**	**1.0**
	Female	55.0	61.0	46.0	58.0	12.0	3.0
	Male	54.0	54.0	55.0	53.0	-2.0	-1.0
	Asian	69.0	76.0	53.0	64.5	11.5	-4.5
	Hispanic	53.0	55.0	51.0	53.0	2.0	0.0
	White	75.0	50.0	75.0	60.0	-15.0	-15.0
	FRL	53.0	57.0	53.0	57.0	4.0	4.0
	GT	<20	<20	<20	<20	N/A	N/A
	IEP	47.0	54.0	48.0	47.0	-1.0	0.0

Analysis:
- At the elementary level, the vast majority of subgroups improved when comparing both 2023 to 2024 and 2019 to 2024.
- At the middle school level, the vast majority of subgroups declined when comparing both 2023 to 2024 and 2019 to 2024.
- At the high school level, the majority of subgroups improved when comparing 2023 to 2024 but there was more mixed growth when comparing 2019 to 2024.
- The vast majority of subgroups at all school levels met the state expectation of the 50th percentile in 2024, with the exception of students with IEPs.

AP ACHIEVEMENT DATA:

AP* (% Scoring 3+)

Group	2021-22	2022-23	2023-24	Change 2022-23 to 2023-24
All Students	**65.0%**	**67.0%**	**71.0%**	**4.0%**
Female	63.6%	65.9%	67.6%	1.7%
Male	66.8%	67.4%	73.4%	6.0%
Asian	71.0%	70.6%	75.2%	4.6%
Black	68.6%	61.5%	69.4%	7.9%
Hispanic	54.3%	54.2%	55.6%	1.4%
Native American	30.0%	62.5%	81.8%	19.3%
Two or More	68.8%	74.4%	73.0%	-1.4%
White	67.0%	69.1%	74.1%	5.0%
FRL	49.7%	45.0%	52.6%	7.6%
GT	80.2%	83.8%	85.2%	1.4%
IEP	N<10	36.4%	39.1%	2.7%
ML	N<10	N<10	N<10	**N/A**

Groups <10 not reported

Analysis:
- All subgroups showed an improved rate of earning a 3 or higher when comparing 2022-23 to 2023-24, with the exceptions of students with two or more races.
- These data align with trends observed prior to the pandemic as well.

Four-year Graduation Rate Data:

Group	Class of 2019	Class of 2022	Class of 2023	Projected* Class of 2024	Change 2019 to Projected 2024
All Students	**83.3%**	**82.8%**	**84.8%**	**84.8%**	**1.5%**
Female	87.8%	86.8%	86.5%	87.6%	**-0.2%**
Male	79.0%	79.2%	83.3%	82.4%	**3.4%**
Asian	88.6%	95.3%	94.0%	94.4%	**5.8%**
Black	78.7%	78.0%	90.7%	74.5%	**-4.2%**
Hispanic	75.9%	74.0%	76.8%	77.5%	**1.6%**
Native American	70.6%	100.0%	73.7%	85.7%	**15.1%**
Two or More	81.6%	88.6%	94.1%	93.7%	**12.1%**
White	89.7%	90.1%	91.5%	91.4%	**1.7%**
FRL	72.7%	71.6%	75.7%	77.1%	**4.4%**
GT	96.3%	96.2%	96.7%	94.5%	**-1.8%**
IEP	61.0%	70.7%	81.1%	75.4%	**14.4%**
ML	69.2%	66.6%	68.3%	66.1%	**-3.1%**

2024 data are projections based on initial submissions to CDE and will not be official until certified, likely in December.

Analysis:
- The four-year graduation rate has increased in 2024 for most subgroups compared to pre-pandemic data with only female students, Black students, gifted and talented students, and multilingual learners showing declines.
- Notably, three groups demonstrated double digit improvements compared to pre-pandemic data: Native Americans, students with two or more races, and students with IEPs.

Dropout Rate Data:

Group	2018-19	2021-22	2022-23	Projected* 2023-24	Change 2018-19 to Projected 2023-24
All Students	**2.1%**	**2.5%**	**2.3%**	**2.2%**	**0.1%**
Female	1.7%	1.8%	2.0%	2.1%	**0.4%**
Male	2.4%	3.1%	2.5%	2.4%	**0.0%**
Asian	0.4%	0.6%	0.5%	0.8%	**0.4%**
Black	2.9%	2.6%	2.2%	4.5%	**1.6%**
Hispanic	3.5%	4.0%	3.3%	3.3%	**-0.2%**
Native American	0.0%	4.8%	2.9%	2.4%	**2.4%**
Two or More	1.3%	1.0%	1.3%	0.8%	**-0.5%**
White	0.9%	1.2%	1.5%	1.2%	**0.3%**
FRL	1.9%	2.3%	2.3%	2.6%	**0.7%**
GT	0.1%	0.2%	0.4%	0.6%	**0.5%**
IEP	2.9%	3.4%	2.7%	1.9%	**-1.0%**
ML	3.5%	6.0%	4.6%	4.2%	**0.7%**

2024 data are projections based on initial submissions to CDE and will not be official until certified, likely in December.

Analysis:
- The dropout rate has increased in 2024 for most subgroups compared to pre-pandemic data with only Hispanic students, students with two or more races, and students with IEPs showing declines.

9th Grade Course Failure Data:

Subject	Group	2018-19	2021-22	2022-23	2023-24	Change 2018-19 to 2023-24
English	**All Students**	**13.7%**	**14.3%**	**16.2%**	**17.4%**	**3.7%**
	Female	11.2%	11.6%	13.4%	16.6%	**5.4%**
	Male	16.0%	16.7%	18.8%	18.2%	**2.2%**
	Asian	1.3%	1.3%	1.6%	7.2%	**5.9%**
	Black	15.7%	26.5%	32.5%	29.7%	**14.0%**
	Hispanic	20.8%	20.5%	22.8%	22.0%	**1.2%**
	Native American	16.7%	10.5%	17.2%	23.5%	**6.8%**
	Two or More	9.3%	9.0%	9.3%	8.6%	**-0.7%**
	White	7.2%	6.5%	7.9%	11.5%	**4.3%**
	FRL	21.5%	21.6%	22.4%	24.0%	**2.5%**
	GT	1.5%	2.3%	3.1%	3.5%	**2.0%**
	IEP	14.1%	21.9%	20.7%	22.5%	**8.4%**
	ML	26.8%	27.3%	24.6%	22.9%	**-3.9%**
Math	**All Students**	**10.5%**	**10.9%**	**14.1%**	**16.6%**	**6.1%**
	Female	8.4%	9.3%	13.0%	17.2%	**8.8%**
	Male	12.4%	12.4%	15.2%	16.1%	**3.7%**
	Asian	1.0%	1.6%	1.0%	8.6%	**7.6%**
	Black	12.5%	18.8%	32.9%	32.1%	**19.6%**
	Hispanic	17.8%	17.7%	21.9%	21.9%	**4.1%**
	Native American	7.0%	6.7%	23.5%	29.3%	**22.3%**
	Two or More	8.8%	5.5%	7.1%	11.5%	**2.7%**
	White	5.3%	5.2%	6.6%	10.1%	**4.8%**
	FRL	19.8%	20.9%	22.2%	24.3%	**4.5%**
	GT	1.0%	1.2%	1.0%	2.8%	**1.8%**
	IEP	13.8%	16.2%	18.7%	17.9%	**4.1%**
	ML	31.7%	33.4%	27.5%	29.1%	**-2.6%**
Science	**All Students**	**14.9%**	**16.2%**	**17.7%**	**19.1%**	**4.2%**
	Female	12.0%	14.2%	15.0%	18.2%	**6.2%**
	Male	17.6%	18.1%	20.3%	19.9%	**2.3%**
	Asian	1.8%	1.6%	2.6%	8.3%	**6.5%**
	Black	23.7%	24.3%	33.8%	29.0%	**5.3%**
	Hispanic	23.6%	25.3%	25.7%	25.9%	**2.3%**
	Native American	10.8%	10.5%	17.9%	29.4%	**18.6%**
	Two or More	14.2%	7.8%	10.4%	8.4%	**-5.8%**
	White	7.6%	7.1%	9.0%	10.9%	**3.3%**
	FRL	25.4%	27.1%	26.3%	27.6%	**2.2%**
	GT	2.1%	1.8%	2.0%	2.8%	**0.7%**
	IEP	22.4%	29.7%	28.5%	31.2%	**8.8%**
	ML	43.0%	41.3%	35.7%	33.1%	**-9.9%**
Social Studies	**All Students**	**12.6%**	**14.9%**	**17.2%**	**17.6%**	**5.0%**
	Female	10.0%	13.1%	14.9%	17.0%	**7.0%**
	Male	15.0%	16.6%	19.3%	18.2%	**3.2%**
	Asian	2.2%	1.3%	3.2%	7.3%	**5.1%**

Black	14.6%	26.2%	32.4%	25.5%	**10.9%**
Hispanic	19.2%	21.9%	24.6%	23.0%	**3.8%**
Native American	13.2%	16.7%	18.5%	28.6%	**15.4%**
Two or More	12.0%	10.0%	10.4%	12.7%	**0.7%**
White	7.3%	7.6%	8.9%	11.0%	**3.7%**
FRL	22.2%	25.4%	25.6%	24.8%	**2.6%**
GT	1.9%	2.2%	2.1%	3.6%	**1.7%**
IEP	20.9%	27.2%	25.0%	26.2%	**5.3%**
ML	31.6%	35.4%	38.0%	26.7%	**-4.9%**

Analysis:
- The percentage of Fs earned by 9th grade students in all content areas and virtually all subgroups has increased compared to pre-pandemic data, with only multilingual learners seeing consistent improvement.
- Overall in 2023-24, the greatest percentage of 9th grade Fs were earned in Science with Social Studies and English roughly 2% lower. Math had the lowest F rate of the four subjects at 16.6%.

District Chronic Absenteeism*

Group	2021-22	2022-23	2023-24	Change 2021-22 to 2023-24
All Students	**37.8%**	**33.6%**	**31.1%**	**-6.7%**
Female	38.0%	33.8%	31.1%	**-6.9%**
Male	37.6%	33.4%	31.1%	**-6.5%**
Asian	20.8%	18.0%	17.5%	**-3.3%**
Black	45.6%	44.3%	44.5%	**-1.1%**
Hispanic	49.9%	45.1%	42.0%	**-7.9%**
Native American	50.9%	41.4%	41.1%	**-9.8%**
Two or More	28.4%	26.1%	22.8%	**-5.6%**
White	28.4%	23.7%	20.9%	**-7.5%**
FRL	52.7%	46.6%	44.2%	**-8.5%**
GT	N/A	N/A	11.8%	**N/A**
IEP	47.4%	44.6%	39.6%	**-7.8%**
ML	48.5%	43.5%	40.3%	**-8.2%**

A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included - unexcused and excused. CDE has only published these disaggregated data for the three years listed

Analysis:
- The percentage of chronically absent students has decreased for all subgroups when comparing data from 2021-22 to 2023-24.

District Discipline Incidents

Group	Discipline Type	2021-22	2022-23	2023-24	Change 2022-23 to 2023-24
All Students	**In-school Suspension**	**1839**	**2507**	**2109**	-398
	Out of School Suspension	**4894**	**4761**	**4425**	-336
	Expulsion	**35**	**62**	**56**	-6
Female	In-school Suspension	517	623	650	27
	Out of School Suspension	1616	1627	1540	-87
	Expulsion	11	16	16	0
Male	In-school Suspension	1322	1434	1459	25
	Out of School Suspension	3278	3134	2884	-250
	Expulsion	24	46	40	-6
Asian	In-school Suspension	24	30	46	16
	Out of School Suspension	66	87	63	-24
	Expulsion	0	0	0	0
Black	In-school Suspension	63	58	63	5
	Out of School Suspension	178	150	163	13
	Expulsion	0	0	8	8
Hispanic	In-school Suspension	1001	1238	1235	-3
	Out of School Suspension	2956	2926	2817	-109
	Expulsion	25	44	38	-6
Native American	In-school Suspension	12	21	16	-5
	Out of School Suspension	29	47	38	-9
	Expulsion	0	0	0	0
Two or More Races	In-school Suspension	92	82	95	13
	Out of School Suspension	147	173	187	14
	Expulsion	0	0	0	0
White	In-school Suspension	647	628	654	26
	Out of School Suspension	1515	1375	1157	-218
	Expulsion	7	18	9	-9
504	In-school Suspension	165	191	255	64
	Out of School Suspension	391	378	369	-9
	Expulsion	0	0	0	0
IEP	In-school Suspension	396	439	438	-1
	Out of School Suspension	1104	1051	1090	39
	Expulsion	6	0	10	10
ML	In-school Suspension	352	359	371	12
	Out of School Suspension	988	851	840	-11
	Expulsion	10	0	14	14

Analysis:
- Overall, the number of in-school suspensions, out of school suspensions and expulsions declined from 2022-23 to 2023-24.
- There do not appear to be many trends by subgroup, though disciplinary incidents for all three categories for Hispanic students are down in 2023-24 compared to 2022-23.

District Discipline Incidents Overall by Type*

Incident Type	2023-24
Alcohol Violation	68
Bullying	354
Dangerous Weapons	55
Destruction of School Property	99
Detrimental Behavior	267
Disobedience/Defiance	801
Drug Violation	137
Marijuana Violation	373
Other Violation of Code of Conduct	4519
Tobacco Violation	217

*Only data for 2023-24 is reported by CDE.

Analysis:
- These data will represent baseline data for comparison to 2024-25 and beyond.
- The 'Other Violation of Code of Conduct' is by far the greatest type of disciplinary incident reported.

PANORAMA SURVEY DATA:

Grades 3-5 (% Approve)

Domain	Topic	2019-20	2020-21	2021-22	2022-23	2023-24	Change 2019-20 to 2023-24
Student Competencies	Emotion Regulation	52	49	47	53	56	4
	Growth Mindset	58	60	60	67	70	12
	Self-Efficacy	55	55	53	57	61	6
	Self-Management	71	72	71	73	74	3
	Sense of Belonging	66	70	67	68	70	4
	Social Awareness	71	71	70	72	75	4
Student Supports & Environment	School Climate	65	72	65	63	66	1
	School Safety	62	66	62	60	60	-2
	Teacher-Student Relationships	74	83	80	80	83	9

Grades 6-12 (%Approve)

Domain	Topic	2019-20 % Approve	2020-21 % Approve	2021-22 % Approve	2022-23 % Approve	2023-24 % Approve	Change in % Approve 2019-20 to 2023-24
Student Competencies	Emotion Regulation	48	48	48	50	52	4
	Growth Mindset	51	52	50	53	54	3
	Self-Efficacy	43	40	42	46	48	5
	Self-Management	72	73	71	70	71	-1
	Sense of Belonging	39	36	34	40	43	4
	Social Awareness	62	64	61	60	61	-1
Student Supports & Environment	School Climate	44	52	42	39	40	-4
	School Resource Officer	N/A	66	64	66	68	N/A
	School Safety	59	69	58	53	52	-7
	Teacher-Student Relationships	53	62	52	51	52	-1

Analysis:
- For grades 3-5, students report higher favorability percentages for all topic areas of Student Competencies compared to pre-pandemic data.
- For grades 3-5, students report higher favorability percentages for two of three topic areas of Student Support & Environment compared to pre-pandemic data, with a small decline for school safety.
- For grades 6-12, students report higher favorability percentages for four of 6 topic areas of Student Competencies compared to pre-pandemic data, with self-management and social awareness showing small declines.
- For grades 6-12, students report lower favorability percentages for all topic areas of Student Support & Environment compared to pre-pandemic data, with the largest decline for school safety.

IMPROVEMENT ACTIONS BEING TAKEN IN THE 2024-25 SCHOOL YEAR:

Achievement and Growth Date:
- Provide whole system professional learning across all elementary and K-8 schools to support the implementation of the Benchmark Advance reading resource and the new, CDE approved core writing Benchmark Advance resource.
- Research the adoption of a middle school English language arts resource similar to the adoption of the Benchmark Advance resources.
- Create unit assessments aligned to the middle school English language arts units of study as a resource for educators to understand and monitor unit focus standards.
- Ensure adoption of rigorous and relevant elementary Math resource.
- Align all district professional learning days for all Learning Services departments to focus on individual and collaborative planning for grade level learning.
- Create Guaranteed and Viable Curriculum (GVC) for career and technical education (CTE) courses that do not yet have a GVC including integration with existing language arts and math curriculum.

Graduation Rate, Dropout Rate Data, 9th Grade Course Failure Data:
- Each comprehensive high school is building a school-specific plan to target 9th grade students with good attendance who have Fs in math and English. The plans consist of some combination of tutoring, formal classes, and lab time support from content area teachers. The equivalent of 0.4 FTE will be available for each school.

Chronic Absenteeism Data:
- Implement Five Star Student Insights, a user-friendly data dashboard, for school and district leaders to track attendance data. This will allow real-time monitoring and help identify trends more effectively.
- Engagement with a national cohort coordinated by Digital Promise focused on chronic absenteeism to examine root causes of chronic absenteeism in order to develop future initiatives and interventions.
- Engagement with an Adams County attendance task force composed of Adams county school districts and other Adams County community agencies.

Discipline Data:
- Implement Five Star Student Insights, a user-friendly data dashboard, for school and district leaders to track disciplinary actions. This will allow real-time monitoring and help identify trends more effectively.
- Revise the discipline matrix to prioritize interventions and responses before suspension. This ensures that all staff have clear guidance on alternative strategies to implement before considering exclusionary discipline.
- A multidisciplinary team will meet weekly to review referrals for expulsion. The team will assess the student's behavior history, discipline records, and prior interventions before deciding on a due process expulsion hearing. The team will include a school team member, SEI member, Director of SEI, School ED, Mental Health Team and Engagement Team.
- Conduct a systemic analysis of out-of-school suspension data at each secondary school. This will help identify trends in disproportionality within and across schools, informing more targeted intervention efforts.

Panorama Survey Data:
- Begin a pilot program with five secondary schools to implement Capturing Kids Hearts which is intended to promote a sense of belonging and positive school climate.

Other Actions:
- Formal feedback meetings with every principal and DTEA about what can be done to improve district-level systems, structures, planning, and professional development.

The Board acknowledged receipt of a monitoring report as of November 20, 2024, for the period July 1, 2023 through June 30, 2024, of the Superintendent concerning Board Policy 1.0 Schooling, Graduates, Dropouts Combined Data Report and found the superintendent's interpretations were reasonable and supported by data that is relevant, justified and complete.