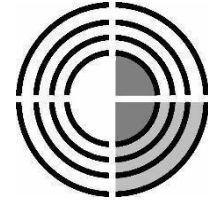




COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



Board Goal: Academic 1.4

Date Adopted: March 2021

Data Used: Qtr 1 & 2 - 24-25 School Year

Number of Students: K-12 District Operated - 16,904

Date Reported: March 2025

- 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 any student who meets 1 of the following criteria (*Students may be duplicate). :
- Students scoring proficient or above in 2 of 3 yearly cycles of the SEL District Common Assessment, which measures the five interrelated sets of cognitive, affective, and behavioral competencies of social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as provided by CASEL.
 - Students demonstrating the application of proficient SEL skills as evidenced through appropriate student conduct; 2 or fewer behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or no code of conduct violation(s) resulting in any type of expulsion.
- B. I interpret “at risk” behavior as an student who meets 1 of the following criteria (*Students may be duplicate).
- Students who have 3 or more behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or a code of conduct violation(s) resulting in any type of expulsion.
 - Students federal absenteeism percentage (minimum goal would be 70% of time in the classroom or less than 30% federal absenteeism percentage)
 - Students requiring a full team Threat Assessment
 - HS students with no identified Trusted Adult at school as evidenced through the EOS (Equal Opportunity Schools) survey.
 - Students with name changes & pronouns (LGBTQ+ Gender/Name Change Form)

C. I interpret "positive climate and culture" as the metrics outlined in the 27J Dashboard in each 27J managed school:

- 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.

DATA REPORTED:

The data represented in this report represents a continuous improvement model and also a change in data used as the "Whole Child Needs Assessment" previously utilized was discontinued in the spring of 2024 and we have started using federal absenteeism percentages instead of daily attendance metrics. Therefore, the data is not directly comparable to the data provided in 2022-2023 on the Academic Global Goal 1.4, however the data is accurate and aligns with the new interpretations statements as defined by Executive Director, IS Director and Good Humans/Student Survey study team comprised of mental health (MH) and school staff at all levels. Further, it represents our continued attempts at improving this 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 demonstrate proficiency in 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 for 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 Humans 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; although many data points are moving us toward possible “cause” as you will see in the interpretation of both sections A and B.

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.

I interpret students with proficient social emotional skills as any student who meets 1 of the following criteria:

1. Students scoring proficient or above in 2 of 3 yearly cycles of the SEL District Common Assessment, which measures the five interrelated sets of cognitive, affective, and behavioral competencies of social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as provided by CASEL.
2. Students demonstrating the application of proficient SEL skills as evidenced through appropriate student conduct; 2 or fewer behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or no code of conduct violation(s) resulting in any type of expulsion.
 - i. **Purpose:** Provide student based evidence toward SEL frames (CASEL Competencies) & aligned to targeted learning experiences.
 1. The SEL District Common Assessment gives us direct information to assist in determining the skills students have already acquired and the skills which they still need, based on grade level.
 2. Gives clarity to prioritize Whole Child/MTSS work in each building. Build capacity in counselors to own and share the work.
 3. Informs building level evidence of continuous improvement toward UIP goals.
 4. Provides direction on SEL professional development related to use of the SEL framework, skill attainment for adults and implementation.
 5. Provides focused direction & systems for addressing SEL skills needs to be covered for all 3 tiers.

	2023-2024 - Q2			2024-2025 - Q2		
	SEL DCA % of students who part. in the assess.	SEL DCA (# of students prof. or adv)	SEL DCA (% of students prof. or adv)	SL DCA (# of students who part in the assess.	SEL DCA (# of students prof. or adv)	SEL DCA (% of students prof. or adv)
27J Schools	13892	8840	63.63%	14760 ¹	10649	72.15%
27J Online Academy (6-12)	561	438	78.07	230	142	61.74
Brantner Elementary	465	353	75.9	491	449	91.45
Henderson Elementary	265	187	70.6	301	274	91.03
Northeast Elementary	390	243	62.3	398	332	83.42
Padilla Elementary	494	330	66.8	589	517	87.78
Pennock Elementary	469	360	76.8	509	449	88.21
Reunion Elementary	653	507	77.6	679	627	92.34
Second Creek Elementary	491	379	77.2	576	520	90.28
South Elementary	297	251	84.5	300	245	81.67
Southeast Elementary	429	334	77.9	427	401	93.91
Southlawn Elementary	414	288	69.6	506	403	79.64
Thimmig Elementary	409	313	76.5	436	392	89.91
Turnberry Elementary	620	472	76.1	670	603	90.00
West Ridge Elementary	657	561	85.4	599	554	92.49
Discovery Magnet (K-8)	432	341	78.9	631	557	88.27
Overland Trail MS	511	292	57.14	539	364	67.53
Prairie View Middle School	620	328	52.90	641	366	57.10
Quist Middle School	783	498	63.60	814	599	73.59
Stuart Middle School	655	420	64.12	667	511	76.61
Vikan Middle School	501	195	38.92	473	217	45.88
Brighton High School	1354	676	49.93	1340	746	55.67
Innovations & Options HS	147	41	27.89	150	44	29.33
Prairie View High School	1044	503	48.18	1289	594	46.08
Riverdale Ridge HS	1386	682	49.21	1507	745	49.44

¹ Active Total Enrollments - 16,904

Observations:

- ❖ Participation rates for the SEL Common Assessment continue to improve; changes were made to the assessments to align them with the SEL Frames & new SEL materials purchased at all levels for the 23-24 school year; elementary - Sources of Strength, middle school - Life Skills and high school - Ori. Each of the SEL Common Assessment cycles are now aligned with the scope and sequence at each level & each assessment is aligned to the SEL Frames (Goal) and classroom Learning Experiences delivered in morning meetings (elementary & homeroom) and advisory (secondary).
- ❖ At the time the data was collected for this report we had 16,904 actively enrolled students, therefore 87.3% of students participated in Cycle 2 SEL District Common Assessment (DCA).
- ❖ OLA has a high fluctuation in data due to the expelled & at-risk student population served through OLA.
- ❖ Four (4) 27J schools demonstrated a slight decrease in students demonstrating proficiency in social emotional skills as evidenced by the SEL Common Assessment Q2 data; which is more accurate when compared to outcome data - discipline specifically.
- ❖ 21 27J schools demonstrated a 2% or more increase and on average the district 27J schools combined saw an increase in students scoring proficient and advanced by 8.52%.

(A) Conclusion - I report non-compliance.

Offering a different aspect for the BOE upcoming requested study session:

Interpretation Statements have a positive correlation - Students scoring proficient or above in 2 of 3 yearly cycles of the SEL District Common Assessment, which measures the five interrelated sets of cognitive, affective, and behavioral competencies of social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as provided by CASEL, will be the same Students demonstrating the application of proficient SEL skills as evidenced through appropriate student conduct; 2 or fewer behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or no code of conduct violation(s) resulting in any type of expulsion.

	Prof or Adv Cycle 1 & 2	2 or few Suspensions/no Expul
27J Online Academy	81	80
Brantner Elementary	209	209
Brighton High School	348	348
Discovery Magnet School	389	388
Henderson Elementary	165	164
Northeast Elementary	200	200
Overland Trail Middle School	284	284
Padilla Elementary	360	360
Pennock Elementary	320	320
Prairie View High School	275	275
Prairie View Middle School	275	275
Quist Middle School	442	439
Reunion Elementary	480	480
Riverdale Ridge High School	418	418
Second Creek Elementary	358	358
South Elementary	148	148
Southeast Elementary	313	312
Southlawn Elementary	264	264
Stuart Middle School	381	381
Thimmig Elementary	265	265
Turnberry Elementary	443	440
Vikan Middle School	130	130
West Ridge Elementary	419	419
Grand Total	6967	6957

Observation(s):

- ❖ Students who have proficient & advanced SEL skills and practice those skills have few discipline related incidents.
- ❖ Only 10 students in 27J were suspended more than 2 times or expelled when they had proficient or advanced SEL skills.
- ❖ If a school is not listed they either did not do both Cycle 1 and 2 or had no students proficient or advanced.

(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”.

1. I interpret “at risk” behavior as:
 - a. Students who have 3 or more behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or a code of conduct violation(s) resulting in any type of expulsion.
 - b. Students federal absenteeism percentage (minimum goal would be 70% of time in the classroom or less than 30% federal absenteeism percentage)
 - c. Students requiring a full team Threat Assessment
 - d. HS students with no identified Trusted Adult at school as evidenced through the EOS (Equal Opportunity Schools) survey
 - e. Students with LGBTQ+ identity/ name change &/or pronoun flag

(B) Conclusion - I report non-compliance. No continuity in comparable data from previous years.

Offering a different aspect for the BOE upcoming requested study session:

Individual Data Sets (all represent current school year through March 1, 2025):

- a. **Students who have 3 or more behavioral referrals (Discipline Matrix Level 2-5) resulting in out of school suspension and/or a code of conduct violation(s) resulting in any type of expulsion.**

<i>School</i>	2 or fewer	3 or more	#N/A	Grand Total
27J Online Academy	58	18	535	611
Brantner Elementary	2		627	629
Brighton High School	120	11	1832	1963
Discovery Magnet School	11	2	675	688
Henderson Elementary	11	1	404	416
Innovations and Options	28	14	169	211
Northeast Elementary	8	1	516	525
Overland Trail Middle School	38	3	636	677
Padilla Elementary	8		702	710
Pennock Elementary	4		649	653
Prairie View High School	100	13	1920	2033
Prairie View Middle School	46	5	685	736
Quist Middle School	72	13	811	896
Reunion Elementary	4		804	808
Riverdale Ridge High School	49	3	1788	1840
Second Creek Elementary	3		775	778
South Elementary	6		366	372
Southeast Elementary	4	2	567	573
Southlawn Elementary	10	1	766	777
Stuart Middle School	49	8	817	874
Thimmig Elementary	8	1	572	581
Turnberry Elementary	13	5	781	799
Vikan Middle School	40	8	502	550
West Ridge Elementary	1	1	752	754
Grand Total	693	110	18651	19454

b. Students federal absenteeism percentage (minimum goal would be 70% of time in the classroom or less than 30% federal absenteeism percentage)

<i>COUNTA of School</i>	Federal Absenteeism - % of time NOT in class							Grand Total
<i>School</i>	30-<40%	40-<50%	50-<60%	60-<70%	70-<80%	80-<90%	90-100%	
27J Online Academy	46	38	38	31	27	21	20	221
Brantner Elementary	1		1	1				3
Brighton High School	69	49	31	15	9	8	22	203
Henderson Elementary	13	4	2	2			2	23
Innovations and Options	23	10	10	6	8	2	1	60
Northeast Elementary	8	5	3				6	22
Overland Trail Middle School	17	6	2		1		6	32
Padilla Elementary	7	1	2			2		12
Pennock Elementary	7	3	1				3	14
Prairie View High School	86	47	24	18	20	7	27	229
Prairie View Middle School	14	8	4	1	2		2	31
Quist Middle School	7	4	1			1	1	14
Reunion Elementary	3	2	1				2	8
Riverdale Ridge High School	55	23	23	14	11	14	19	159
Second Creek Elementary	20	4					6	30
South Elementary	6	3	6	3	1		3	22
Southeast Elementary	16	4	7	1	2	4	10	44
Southlawn Elementary	17	7	1	2		4		31
Stuart Middle School	14	10	7	1	1	2	1	36
Thimmig Elementary	11	3	3	1	1		1	20
Turnberry Elementary	13		2				2	17
Vikan Middle School	20	9	4		1		13	47
West Ridge Elementary	5	1						6
Grand Total	478	241	173	96	84	65	147	1284

c. **Students requiring a full team Threat Assessment - School listed is where assessment was completed.**

<i>School</i>	COUNTA of Full Threat
27J Online Academy	14
Belle Creek Charter School	1
Brighton High School	6
Foundations Academy	1
Innovations and Options	1
Northeast Elementary	1
Overland Trail Middle School	2
Padilla Elementary	1
Prairie View High School	1
Prairie View Middle School	1
Quist Middle School	1
South Elementary	1
Southeast Elementary	2
Southlawn Elementary	1
Stuart Middle School	2
Turnberry Elementary	1
Vikan Middle School	2
Grand Total	39

d. Students requiring a Suicide Assessment - School listed is where assessment was completed.

<i>School</i>	COUNTA of SA
27J Online Academy	13
Brantner Elementary	6
Brighton High School	10
Discovery Magnet School	5
Henderson Elementary	6
Innovations and Options	1
Northeast Elementary	6
Overland Trail Middle School	4
Padilla Elementary	9
Pennock Elementary	9
Prairie View High School	5
Prairie View Middle School	11
Quist Middle School	9
Reunion Elementary	2
Riverdale Ridge High School	20
Second Creek Elementary	1
South Elementary	2
Southeast Elementary	4
Stuart Middle School	22
Thimmig Elementary	3
Turnberry Elementary	8
Vikan Middle School	2
West Ridge Elementary	2

e. HS students with no identified Trusted Adult at school as evidenced through the EOS (Equal Opportunity Schools) survey.

<i>School</i>	No One
Brighton High School	235
Prairie View High School	134
Riverdale Ridge High School	137
Grand Total	506

f. Students with LGBTQ+ identity/ name change &/or pronoun flag

<i>School</i>	COUNTA of Pronoun Flag			Pronoun Flag	Grand Total
<i>School</i>	He/Him/His	She/Her/Hers	They/Them/Their		
27J Online Academy	1	2	4		7
Brighton High School	14	2	2		18
Discovery Magnet School	2				2
Innovations and Options	3				3
Northeast Elementary	1				1
Overland Trail Middle School	1				1
Prairie View High School	9	9	12		30
Prairie View Middle School	3	3	3		9
Quist Middle School	2	2	2		6
Reunion Elementary		1			1
Riverdale Ridge High School	16	1	11		28
Southeast Elementary		1			1
Thimmig Elementary	1				1
Vikan Middle School			1		1
Grand Total	53	21	35		109

Identity Change		
COUNTA of Identity Change	Yes	Grand Total
School		
27J Online Academy	2	2
Brighton High School	13	13
Discovery Magnet School	1	1
Innovations and Options	2	2
Northeast Elementary	1	1
Overland Trail Middle School	4	4
Prairie View High School	16	16
Prairie View Middle School	4	4
Quist Middle School	2	2
Reunion Elementary	1	1
Riverdale Ridge High School	30	30
Thimmig Elementary	1	1
Grand Total	77	77

Pronoun Flag					
COUNTA of Pronoun Flag	Flag				
Identity Change	He/Him/His	She/Her/Her s	They/Them/Their s	#N/A	Grand Total
Yes	35	7	15	20	77
#N/A	18	14	20	19325	19377
Grand Total	53	21	35	19345	19454

Students with an Identity Change may or may not have a pronoun flag. Students with a Pronoun Flag may or may not have an identity change.

Read as follows: We have 99 students who have had an Identity Change in IC this year. Of those who have "Yes" for Identity Change, 41 have He/Him, 8 have She/Hers, 17 have They/Them, and 33 have no pronoun flag. We also have 57 students (19+14+24) with Pronoun Flags but no Identity Change.

Observations:

- ❖ Due to changes in WCNA being discontinued and the changes to the interpretation statements for 2024-2025 this section will remain non-compliant.
- ❖ Additional data triangulation may support preventative measures and resources to meet the needs of students.
- ❖ Protective factors and resiliency play a role in how the “at-risk” components manifest or if they do for each individual child.
- ❖ At-risk factors are endless and the combinations of potential data sets is infinite Demo Link ([HERE](#) - Due to student privacy the link will only be active during BOE meeting for guided demo).
- ❖ Study session with BOE requested to make adjustments to goal and interpretation statements.

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

2. All data attributes used for reporting (C) came from the 27J District Dashboard. Attributes considered:
 - a. 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).
 - b. 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).
 - c. Common Assessment/Needs Assessment (15) - Points are earned based on the percent of students scoring proficient or advanced.
 - d. Attendance (5) - Points are earned based on the percent of students who miss less than 10% of school.
 - e. 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

	2022-2023 Total Dashboard Climate & Culture Score (50)	2023-2024 Total Dashboard Climate & Culture Score (50)	2024-2025 Total Dashboard Climate & Culture Score (50)	2023-2024 to 2024-2025 Change (+/-)
27J Schools	37.8	35.2	33.6	-1.6
27J Online Academy	39.6	33.8	18.9	-14.9
Brantner Elementary	39	43.0	47.8	+4.8
Henderson Elementary	42	38.8	36.0	-2.8
Northeast Elementary	38.8	34.2	42.2	+8.0
Padilla Elementary	34	41.0	46.7	+5.7
Pennock Elementary	40	37.6	44.0	+6.4
Reunion Elementary	41.2	41.0	40.2	-0.8
Second Creek Elementary	38	39.0	45.6	+6.6
South Elementary	29.8	40.6	45.6	+5.0
Southeast Elementary	41	39.0	45.6	+6.6
Southlawn Elementary	18	22.2	36.7	+14.5
Thimmig Elementary	26.8	33.8	38.7	+4.9
Turnberry Elementary	35.6	36.8	40.9	+4.1
West Ridge Elementary	35.4	26.0	47.1	+21.1
Discovery Magnet	30.8	37.8	46.4	+8.6
Overland Trail Middle School	42	38.0	41.1	+3.1
Prairie View Middle School	41	33.6	33.3	-0.3
Quist Middle School	39	33.8	31.0	-2.8
Stuart Middle School	34.4	40.0	43.3	+3.3

	2022-2023 Total Dashboard Climate & Culture Score (50)	2023-2024 Total Dashboard Climate & Culture Score (50)	2024-2025 Total Dashboard Climate & Culture Score (50)	2023-2024 to 2024-2025 Change (+/-)
Vikan Middle School	38	34.0	32.2	-1.8
Brighton High School	28.6	29.4	16.9	-12.5
Innovations & Options	32.6	37.4	26.7	-10.7
Prairie View High School	30.6	23.4	12.7	-10.7
Riverdale Ridge High School	34	34.2	13.1	-21.1

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

❖ Observations:

- 54% (13) of district managed schools are at the Leading Level
- 25% (6) of district managed schools are at the Accomplishing Level
- 4% (1) of district managed schools are at the Developing Level
- 17% (4) of district managed schools are at the Emerging Level
- 0.0% (0) of district managed schools are at the Entering Level
- 14 schools demonstrated positive growth from 23-24
- 10 schools demonstrated negative growth from 23-24
- HS drop in points was due to % of students proficient & advanced in Q2 SEL DCA and Attendance
- 79.2% (19) of district managed schools are at the Accomplishing Level or higher.

(C) Conclusion - I report non-compliance.

Achievement of Good Humans Goals: Action Steps**2024-2025 Action Steps:**

1. MTSS Alignment for all tiers & 27J Intervention Plans for Tier 3
2. Comprehensive Counseling Plan implementation & Ongoing rollout/coaching
3. Grants & Partnerships with universities to increase & sustain MH providers.
4. SEL Frameworks, scope & sequence and alignment of new SEL materials at the secondary level
5. Whole Child Needs Assessment - Discontinued
6. Student advisory committee developed for policy revisions, student voice and student updates on behavior needs, mental health, assessments, advisory etc.
7. Role & responsibility within the division all continually improved
8. Theory of action - building capacity in leaders & using data to drive decisions

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. Restorative practices toolkit and implementation.
4. Resource center - Parenting classes, drug/alcohol classes, removing additional barriers for families.
5. Pilot HS attendance initiatives with 17th Judicial
6. Vaping task force with building leaders, district leaders and Adams County Health Dept.
7. Wrap around services outlined and implemented
8. Finalizing student climate & culture survey & adding safety components (triangulation with parent/staff surveys)