

Monitoring Report: Board Ends

Report Date: January 2025

Policy Global End Statement: *“All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.*

Ends-1 Academic Excellence and Life Skills

1. Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living.

1.1. Students graduate with cognitive skills, digital skills, and civic responsibility, to each student’s individual potential.

1.2. Students graduate with workforce readiness skills.

1.3. Students graduate with independent learning skills

Ends-2 Mindsets and Dispositions

1. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.

1.1. Students develop their individual strengths, to support their social, emotional, and physical well-being.

1.2. Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.”

"Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living"

- **Graduation Rates:**

- Specific Metric:

- Compliance will be demonstrated when the 7-year graduation rate for all students meets or exceeds 90%.
- Rationale: This interpretation is reasonable because the 7-year graduation rate is a widely accepted measure of a district's ability to support students in successfully completing their secondary education. This metric accounts for students who may require additional time to meet graduation requirements due to unique learning needs or life circumstances, thereby providing a more comprehensive evaluation of district performance. A high graduation rate demonstrates the district's success in fostering an inclusive and supportive learning environment that prepares students for higher education, employment, or independent living. Additionally, using a 7-year rate aligns with state and national reporting practices, ensuring consistency and comparability across educational institutions. The targeted metric of 90% demonstrates continued improvement and aligns with comparable school districts in the metro area.

2024 - District Performance Framework

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
Graduation Rate	All Students	4,967	7yr	94.0%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	768	7yr	78.3%	*	1.00/2	Approaching
	Minority Students	1,313	7yr	89.2%	*	1.50/2	Meets
	Multilingual Learners	228	6yr	80.7%	*	1.00/2	Approaching
	Students with Disabilities	523	7yr	86.8%	*	1.50/2	Meets

Scoring Guide for 2024 District/School Performance Frameworks

Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Each Disaggregated Group
• at or above 95.0%	Exceeds	8	2.0
• at or above 85.0% but below 95.0%	Meets	6	1.5
• at or above 75.0% but below 85.0%	Approaching	4	1.0
• below 75.0%	Does Not Meet	2	0.5

- Compliance will be demonstrated when the 4-year graduation rate for all students meets or exceeds 90%.
- Rationale: This interpretation is reasonable because the 4-year graduation rate is a widely accepted measure of a district's ability to support students in successfully completing their secondary education. This metric represents the federal government standard for measuring

graduation and is the basis for federal accountability. The U.S Department of Education asked all states to implement a four-year graduation rate so that data would be more consistent in cross-state comparisons. A high graduation rate demonstrates the district's success in fostering an inclusive and supportive learning environment that prepares students for higher education, employment, or independent living. The targeted metric of 90% demonstrates continued improvement and aligns with comparable school districts in the metro area.

2025 - District Performance Framework (Estimates based on 2024 Graduation Rates)

Disaggregated Graduation Rates					
Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	92.2%	93.1%	92.5%	93.0%	7yr
Free/Reduced-Price Lunch Eligible	78.4%	77.3%	76.8%	77.1%	4yr
Minority Students*	N/A%	N/A%	N/A%	N/A%	
Multilingual Learners	74.7%	80.7%	80.3%	83.6%	6yr
Students with Disabilities	84.0%	86.0%	85.6%	83.5%	5yr

*minority graduation rates on the performance framework will be calculated in the fall

- **Postsecondary and Workforce Readiness:**
 - Specific Metrics:
 - Compliance will be demonstrated when the district meets or exceeds the state expectations for Postsecondary and Workforce Readiness indicators on the District Performance Framework (DPF).
 - **Rationale:** This interpretation is reasonable because the Postsecondary and Workforce Readiness indicators on the District Performance Framework (DPF) reflect state-defined benchmarks for preparing students for life beyond high school. Meeting or exceeding the state expectations demonstrates the district's ability to ensure students achieve the knowledge, skills, and competencies necessary for higher education and employment. The DPF provides a standardized and externally validated measure, allowing for comparison across districts and ensuring accountability. By aligning with state benchmarks, the district can demonstrate its commitment to excellence and equity in preparing all students for future success.

2024 - District Performance Framework

Performance Indicator	Percent of Points Earned	Pts Earned/ Eligible	Rating
Postsecondary & Workforce Readiness	65.9%	19.8/30	Meets

Scoring Guide for 2024 District/School Performance Frameworks

Cut-Points for Each Performance Indicator	
Achievement;	<i>Cut-Point: The district or school earned...of the points eligible.</i>

Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

- Compliance will be demonstrated when at least 65% of graduating students will matriculate into 2-year, 4-year, CTE, military, or postsecondary programs.
- **Rationale:** This interpretation is reasonable because postsecondary matriculation rates provide a direct measure of students transitioning successfully to further education, career training, or other meaningful opportunities. By including a range of options—such as 2-year and 4-year colleges, Career and Technical Education (CTE), and military programs—the metric recognizes the diverse interests and abilities of students. Setting a target percentage in the top third of the “Meets” category sets high expectations and ensures accountability while encouraging continuous improvement. This metric aligns with national trends in measuring student outcomes and reflects the district's commitment to fostering pathways that enable students to pursue their individual goals and contribute meaningfully to society.

2024 - District Performance Framework

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
Matriculation Rate	All Students	4,942	*	67.5%	*	3.00/4	Meets
	2 Year	*	*	10.4%	*	0.00/0	-
	4 Year	*	*	55.0%	*	0.00/0	-
	CTE	*	*	3.8%	*	0.00/0	-
	Military	*	*	0.8%	*	0.00/0	-
	Postsecondary Program	*	*	1.5%	*	0.00/0	-

Scoring Guide for 2024 District/School Performance Frameworks

Scoring Guide for 2024 District/School Performance Frameworks			
Performance Indicator	Measure/Metric	Rating	Point Value
Postsecondary and Workforce Readiness	Matriculation Rate (of all schools in 2018):		All Students
	• at or above the 75.8%	Exceeds	4
	• at or above 61.1% but below 75.8%	Meets	3
	• at or above 46.8% but below 61.1%	Approaching	2
	• below 46.8%	Does Not Meet	1

- Compliance will be demonstrated when the average SAT score for all students will be at least 495 in Reading and Writing and 466 in Math.

- **Rationale:** This interpretation is reasonable because the SAT is a nationally recognized assessment that evaluates students' readiness for college-level work in key academic areas. Setting a target to be in the top half of the state's "Meets" category for average scores in Reading and Writing and Math ensures the district is setting high expectations and equipping students with the foundational skills needed for higher education and workforce success. The SAT benchmark also serves as a comparative metric, allowing the district to assess its performance against state and national averages. By monitoring and striving to meet or exceed these targets, the district demonstrates its commitment to academic excellence and the preparation of all students for future challenges.

2024 - District Performance Framework

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading All Students & Writing	All Students	4,153	*	537.9	88.7%	3.00/4	Meets
	Free/Reduced-Price Lunch	622	*	472.0	80.9%	0.50/1	Approaching
	Eligible Minority Students	1,220	*	519.0	86.4%	0.75/1	Meets
	Multilingual Learners	135	*	400.4	82.0%	0.25/1	Does Not Meet
	Students with Disabilities	311	*	439.6	68.0%	0.25/1	Does Not Meet
CO SAT - Math	All Students	4,169	*	519.6	88.7%	3.00/4	Meets
	Free/Reduced-Price Lunch	632	*	452.8	80.9%	0.50/1	Approaching
	Eligible Minority Students	1,231	*	505.3	86.4%	0.75/1	Meets
	Multilingual Learners	150	*	404.2	82.0%	0.25/1	Does Not Meet
	Students with Disabilities	312	*	423.6	68.2%	0.50/1	Approaching

Scoring Guide for 2024 District/School Performance Frameworks

Scoring Guide for 2024 District/School Performance Frameworks						
Performance Indicator	Measure/Metric			Rating	Point Value	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students	Each Disaggregated Group
		1-Year	3-Year			
	• at or above	553.1	552.5			
	• below previous cut but at or above	494.6	495.1			
	• below previous cut but at or above	448.1	452.5			
	• below	448.1	452.5			
	Mean CO SAT Math scale score was**:				All Students	Each Disaggregated Group
		1-Year	3-Year			
	• at or above	527.0	522.5			
	• below previous cut but at or above	465.8	466.4			
	• below previous cut but at or above	423.3	424.7			
	• below	423.3	424.7			

- **Participation in Career and Technical Education (CTE) Programs:**
 - **Specific Metric:**
 - Compliance will be demonstrated when the district demonstrates that **at least 40% of the high school student population accesses CTE courses.**

- **Rationale:** This interpretation is reasonable because participation in Career and Technical Education (CTE) programs equips students with practical, workforce-specific skills that are critical for success in a rapidly changing job market. CTE courses offer students hands-on learning opportunities in fields such as healthcare, technology, skilled trades, and business, aligning their education with real-world employment needs. By setting a specific target for participation, the district ensures that a significant proportion of students are exposed to these career-focused experiences, preparing them for immediate entry into the workforce or further specialized training.

The target percentage is appropriate because it reflects both state and national trends in promoting CTE participation as a pathway to workforce readiness. Research shows that increased access to CTE programs improves student engagement and graduation rates while providing equitable opportunities for diverse student populations. The chosen target aligns with the district's goals of fostering career readiness and providing meaningful educational opportunities tailored to the evolving needs of the local and global economy. Additionally, the target serves as a benchmark for continuous improvement, ensuring the district maintains its commitment to preparing students for the demands of a dynamic workforce.

Career & Technical Education (CTE) course access - Proportionality snapshot of students accessing CTE courses as compared to the overall student population.

	Enrollment (9-12)**			1+ CTE	District CTE %
	16,636			6,319	38.0%
Fed Race Code	Sub Population	Student Count	District %	CTE Count	CTE %
1	American Indian or Alaska Native**	50	0.3%	21	0.3%
2	Asian**	948	5.7%	286	4.5%
3	Black or African American**	285	1.7%	110	1.7%
4	Hispanic or Latino**	2618	15.7%	1000	15.8%
5	White**	11748	70.6%	4532	71.7%
6	Native Hawaiian or Other Pacific Islander**	23	0.1%	7	0.1%
7	Multiracial**	964	5.8%	363	5.8%

	Sub Population	Student Count	District %	CTE Count	CTE %
	Free / Reduced Lunch**	1899	11.4%	756	12.0%
	Gifted & Talented**	2561	15.4%	945	15.0%
	ML **	493	3.0%	181	2.9%
	FELL	698	4.2%	243	3.9%
	SPED (IEP)**	1809	11.7%	703	11.1%
	504**	1295	7.8%	533	8.4%
	Male**	8552	51.4%	2567	40.6%
	Female**	8084	48.6%	3071	48.6%

** Data based on enrollment not the 2024 October Count Submission

- **Development of Cognitive, Digital, and Civic Skills:**

- Specific Metrics:

- Compliance will be demonstrated when the average SAT score for all students will be at least 470 in Reading and Writing and 480 in Math.
- Rationale: This interpretation is reasonable because cognitive, digital, and civic skills are essential for students to succeed in higher education and the workforce. The SAT serves as a nationally recognized measure of cognitive and academic skills, specifically assessing critical thinking, problem-solving, and proficiency in reading, writing, and mathematics. These skills are foundational for students to navigate the challenges of postsecondary education and career environments effectively. Setting a target for average SAT scores ensures that the district is systematically preparing students with the knowledge and competencies required for future success.

The target scores are appropriate because they align with benchmarks established by the state for college and career ready demonstration. They provide a clear and measurable indicator of student achievement, allowing the district to assess its performance relative to other districts and institutions. By setting a challenging but attainable target, the district encourages continuous improvement and ensures its students are competitive in a global landscape. Furthermore, monitoring these metrics highlights areas for targeted intervention and support, enabling the district to address equity gaps and ensure all students graduate with the skills they need to thrive.

[See SAT Results Table](#)

[CDE Graduation Guidelines Menu of Options](#)

- Compliance will be demonstrated when at least 40% of high school students will access Advanced Placement (AP) courses, and at least 30% of high school students will access Concurrent Enrollment (CE) courses
- **Rationale:** This interpretation is reasonable because participation in Advanced Placement (AP) and Concurrent Enrollment (CE) courses provides students with opportunities to engage in rigorous, college-level coursework while still in high school. These programs prepare students for the academic demands of higher education, build their confidence in tackling challenging material, and often allow them to earn college credit, reducing the cost and time required to complete a postsecondary degree. Access to AP and CE courses also fosters critical thinking, time management, and self-discipline—skills that are essential for future academic and career success.

The target percentages are appropriate because they reflect the district's commitment to equitable access to advanced coursework, ensuring that a diverse range of students benefits from these opportunities. Setting ambitious yet attainable targets aligns with state and national trends in expanding access to AP and CE programs, particularly for traditionally underrepresented groups. These targets provide a benchmark for evaluating the district's efforts to promote college and career readiness while fostering a culture of high expectations and academic excellence. The target of 40% for AP course taking is in alignment with the College Board's College Culture benchmark for the [AP High School Honor Roll](#). The target of 30% reflects statewide participation data in concurrent enrollment. Additionally, achieving these participation rates demonstrates the district's success in offering pathways that align with students' interests and aspirations, preparing them for the challenges and opportunities of postsecondary education and the workforce.

Advanced Placement (AP) course access - Proportionality snapshot of students accessing AP courses as compared to the overall student population.

	Enrollment (9-12)**			1+ AP	District AP %
	16,636			5,638	33.89%
Fed Race Code	Sub Population	Student Count	District %	AP Count	AP %
1	American Indian or Alaska Native**	50	0.3%	12	0.2%
2	Asian**	948	5.7%	625	11.1%
3	Black or African American**	285	1.7%	59	1.1%

4	Hispanic or Latino**	2618	15.7%	676	12.0%
5	White**	11748	70.6%	3931	69.7%
6	Native Hawaiian or Other Pacific Islander**	23	0.1%	4	0.1%
7	Multiracial**	964	5.8%	331	5.9%

	Sub Population	Student Count	District %	AP Count	AP %
	Free / Reduced Lunch**	1899	11.4	345	6.1%
	Gifted & Talented**	2561	15.4%	1660	29.4%
	ML**	493	3.0%	89	1.6%
	FELL	698	4.2%	302	5.4%
	SPED (IEP)**	1809	11.7%	77	1.4%
	504**	1295	7.8%	316	5.6%
	Male**	8552	51.4%	2567	45.5%
	Female**	8084	48.6%	3071	54.5%

** Data based on enrollment not the 2024 October Count Submission

Concurrent Enrollment (CE) course access - Proportionality snapshot of students accessing CE courses as compared to the overall student population.

	Enrollment (9-12)**			1+ CE	District CE %
	16,636			3,994	24.0%
Fed Race Code	Sub Population	Student Count	District %	CE Count	CE %
1	American Indian or Alaska Native**	50	0.3%	9	0.2%
2	Asian**	948	5.7%	239	6.0%
3	Black or African American**	285	1.7%	46	1.2%
4	Hispanic or Latino**	2618	15.7%	517	13.0%

5	White**	11748	70.6%	2953	74.0%
6	Native Hawaiian or Other Pacific Islander**	23	0.1%	9	0.2%
7	Multiracial**	964	5.8%	221	5.5%

	Sub Population	Student Count	District %	CE Count	CE %
	Free / Reduced Lunch**	1899	11.4%	255	6.4%
	Gifted & Talented**	2561	15.4%	731	18.3%
	ML**	493	3.0%	52	1.3%
	FELL	698	4.2%	158	4.0%
	SPED (IEP)**	1809	11.7%	178	4.5%
	504**	1295	7.8%	316	7.9%
	Male**	8552	51.4%	1962	49.1%
	Female**	8084	48.6%	2032	50.9%

** Data based on enrollment not the 2024 October Count Submission

- **Development of Independent Learning Skills:**

- Specific Metrics:

- Compliance will be demonstrated when at least 40% of students will access Advanced Placement (AP) courses, and at least 30% of students will access Concurrent Enrollment (CE) courses.
- **Rationale:** This interpretation is reasonable because participation in AP and CE courses is strongly associated with the development of independent learning skills. These programs require students to take ownership of their learning, manage challenging workloads, and engage in rigorous academic experiences. They also offer students the opportunity to earn college credit, easing the transition to postsecondary education.
The target percentages are appropriate because they balance the district's commitment to expanding access to advanced coursework with the need to maintain high levels of support for student success. Setting targets for both AP and CE participation reflects a comprehensive strategy to provide multiple pathways for students to build independence, ensuring options align with diverse student interests and aspirations. These targets are

aligned with state and national goals to increase participation in college-level coursework, particularly for underrepresented groups. The target of 40% for AP course taking is in alignment with the College Board's College Culture benchmark for the [AP High School Honor Roll](#). The target of 30% reflects statewide participation data in concurrent enrollment.

[See table above](#)

- Compliance will be demonstrated when at least 60% of students will indicate through surveys that they believe that what they are learning in school is important for later in life.
- Rationale: This interpretation is reasonable because students' perceptions of the relevance of their education are closely linked to their engagement, motivation, and long-term academic and career success. Survey data provides a meaningful way to measure how well the district connects classroom learning to real-world applications and students' future goals. The target percentage is appropriate because it reflects the district's commitment to fostering meaningful and relevant educational experiences for all students. This percentage exceeds the state average (59.1%) for 2023 . Setting this benchmark ensures the district continually evaluates and adapts its curriculum, teaching methods, and extracurricular offerings to demonstrate the practical value of education. By prioritizing this metric, the district emphasizes the importance of helping students see the connections between their learning and their future aspirations, driving higher levels of engagement and success.

[Healthy Kids Colorado Survey](#) data

Health Measure	Total % (2023)	Total % (2021)	Change
Percentage of students who think the things they are learning in school are going to be important or very important for later in life	53.0%	49.5%	3.5%

*Based on Region 3 statistics

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	58.7%	(46.3% - 71.2%)	N/A	N/A	
Another identity	N/A	N/A	N/A	N/A	
Black/African American	44.5%	(33.4% - 55.6%)	N/A	N/A	
East/Southeast Asian	71.6%	(63.8% - 79.5%)	58.5%	(47.3% - 69.6%)	13.1%

Hispanic/Latinx	51.2%	(48.0% - 54.4%)	46.9%	(43.4% - 50.4%)	4.3%
Middle Eastern/North African/Arab	N/A	N/A	N/A	N/A	
Multi-Racial	50.4%	(46.5% - 54.4%)	47.5%	(41.8% - 53.2%)	2.9%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	
South Asian	69.3%	(67.9% - 70.8%)	62.9%	(54.7% - 71.1%)	6.4%
White	53.2%	(52.0% - 54.5%)	49.6%	(46.7% - 52.5%)	3.6%
Total	53.0%	(51.9% - 54.2%)	49.5%	(46.3% - 52.8%)	3.5%

*Based on Region 3 statistics

“Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.”

- Participation in Extracurricular Activities
 - Specific Metrics
 - Compliance will be demonstrated when at least 60% of high school students participate in extracurricular activities including athletics and school activities.
 - **Rationale:** This metric tracks student engagement in extracurricular activities, which play a critical role in developing self-leadership and interpersonal skills. Active participation in these activities encourages responsibility, teamwork, and leadership development. The target of 60% participation is appropriate because extracurricular activities provide opportunities for students to build critical social and leadership skills that are essential for responsible citizenship. High participation rates reflect students’ engagement in activities that foster growth in interpersonal and leadership areas, which are key for becoming responsible members of society.

High School Activities and Athletics Participation

Year	HS Athletic Participation	%	HS Activities Participation	%	Activities & Athletics Combined	%	School Enrollment
2019-20	9264	51.0%	11724	64.5%	20,988	115.5%	18,166
2020-21	7797	42.9%	6304	34.7%	14,101	77.6%	18,171
2021-22	8613	47.9%	8805	49.0%	17,418	96.9%	17,968
2022-23	8741	50.1%	9135	52.4%	17,876	102.5%	17,442
2023-24	9085	53.2%	8595	50.3%	17,680	103.5%	17,084

- Healthy Kids Colorado Survey (HKCS)
 - Specific Metrics
 - Compliance Statement: Compliance will be demonstrated when at least 75% of students report feeling safe at school and at least 70% of students agree that they belong at their school.
Rationale: These measures assess students' sense of safety and belonging within the school environment, which are critical for fostering self-leadership and social engagement. The 75% target for safety and 70% for belonging is appropriate because feeling safe and accepted in school is essential for students to thrive socially and emotionally. These elements create a foundation where students can focus on developing leadership and interpersonal skills necessary for engaging with society in a responsible way.

[Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
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Percentage of students who agree or strongly agree that they belong at their school	68.5%	68.2%	0.3%
Percentage of students who usually or definitely feel safe at school	92.2%	90.6%	1.6%

Belonging

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	65.9%	(57.8% - 74.0%)	N/A	N/A	N/A
Another identity	N/A	N/A	59.9%	(49.0% - 70.7%)	N/A
Black/African American	43.9%	(30.2% - 57.6%)	55.7%	(37.4% - 74.1%)	-11.8%
East/Southeast Asian	66.0%	(62.5% - 69.5%)	61.4%	(55.1% - 67.7%)	4.6%
Hispanic/Latinx	58.3%	(51.2% - 65.3%)	60.5%	(57.0% - 64.1%)	-2.2%
Middle Eastern/North African/Arab	N/A	N/A	N/A	N/A	N/A
Multi-Racial	63.3%	(60.4% - 66.2%)	61.4%	(57.0% - 65.7%)	1.9%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	N/A
South Asian	74.4%	(71.1% - 77.7%)	72.6%	(69.4% - 75.7%)	1.8%
White	72.1%	(70.5% - 73.6%)	70.8%	(68.6% - 73.0%)	1.3%
Total	68.5%	(66.1% - 70.9%)	68.2%	(65.6% - 70.8%)	0.3%

*Based on Region 3 statistics

Feeling Safe

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	96.9%	(92.8% - 100.0%)	N/A	N/A	
Another identity	N/A	N/A	N/A	N/A	
Black/African American	82.4%	(72.8% - 91.9%)	N/A	N/A	
East/Southeast Asian	96.0%	(93.4% - 98.5%)	90.4%	(86.1% - 94.8%)	5.6%
Hispanic/Latinx	92.5%	(89.2% - 95.8%)	83.3%	(80.2% - 86.4%)	9.2%
Middle Eastern/North African/Arab	N/A	N/A	N/A	N/A	
Multi-Racial	91.4%	(89.6% - 93.1%)	87.5%	(85.7% - 89.3%)	3.9%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	
South Asian	94.2%	(92.0% - 96.5%)	99.1%	(97.5% - 100.0%)	-4.8%
White	92.8%	(91.5% - 94.1%)	92.1%	(91.2% - 93.1%)	0.7%
Total	92.2%	(90.6% - 93.9%)	90.6%	(89.1% - 92.1%)	1.6%

- **Compliance Statement:** Compliance will be demonstrated when at least 70% of students report having an adult they can turn to for serious problems.
- **Rationale:** This metric measures the availability of trusted adults who can provide emotional and academic support, which is essential for developing self-leadership and resilience.

- The 70% target is appropriate because having a reliable support system is critical for students to develop leadership qualities and confidence. When students know they have trusted adults to turn to, they are more likely to take responsibility for their actions, seek guidance when needed, and feel supported in developing self-leadership skills. This target exceeds the state average (50%) for this question.

[Healthy Kids Colorado Survey](#) data

Health Measure	Total % (2023)	Total % (2021)	Change
Percentage of students who would tell another trusted adult (who is not their parents or guardians) if they were concerned about their own or someone else's well-being or mental health	52.6%	N/A	

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval
American Indian/Alaska Native	64.0%	(53.5% - 74.5%)	N/A	N/A
Another identity	N/A		N/A	N/A
Black/African American	42.6%	(36.8% - 48.5%)	N/A	N/A
East/Southeast Asian	52.0%	(43.0% - 60.9%)	N/A	N/A
Hispanic/Latinx	48.8%	(40.6% - 56.9%)	N/A	N/A
Middle Eastern/North African/Arab	40.2%	(21.8% - 58.5%)	N/A	N/A
Multi-Racial	49.6%	(45.9% - 53.3%)	N/A	N/A
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
South Asian	61.2%	(57.1% - 65.3%)	N/A	N/A
White	54.1%	(52.8% - 55.4%)	N/A	N/A
Total	52.6%	(51.0% - 54.2%)	N/A	N/A

*Based on Region 3 statistics

“Students develop their individual strengths to support their social, emotional, and physical well-being.”

- Healthy Kids Colorado Survey (HKCS)
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 70% of students report that their teacher notices when they do a good job and lets them know.
 - Rationale: This measure tracks how frequently students feel recognized for their academic efforts, which contributes to their emotional well-being and self-esteem.
The 70% target is appropriate because recognition from teachers is a key factor in motivating students and reinforcing positive behavior. When students feel valued for their efforts, it enhances their self-esteem and encourages continued growth in their emotional well-being, supporting their overall development. This target is also in line with the state average.

Healthy Kids Colorado Survey

Health Measure	Total %	Total % (2021)	Change
Percentage of students who usually or definitely think their teacher notices when they do a good job and lets them know about it	59.6%	52.6%	7.0%

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	60.2%	(46.4% - 74.0%)	N/A	N/A	
Another identity	N/A	N/A	N/A	N/A	
Black/African American	62.9%	(56.1% - 69.6%)	N/A	N/A	
East/Southeast Asian	60.6%	(54.5% - 66.7%)	55.6%	(47.8% - 63.4%)	5.0%
Hispanic/Latinx	56.5%	(51.5% - 61.5%)	55.1%	(44.8% - 65.4%)	1.4%
Middle Eastern/North African/Arab	N/A	N/A	N/A	N/A	
Multi-Racial	56.0%	(53.8% - 58.2%)	44.3%	(39.9% - 48.7%)	11.7%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	
South Asian	72.7%	(65.4% - 80.0%)	58.8%	(53.6% - 64.0%)	13.9%
White	60.6%	(59.2% - 61.9%)	52.5%	(50.6% - 54.4%)	8.1%
Total	59.6%	(58.3% - 60.9%)	52.6%	(50.0% - 55.3%)	7.0%

*Based on Region 3 statistics

- Compliance Statement: Compliance will be demonstrated when at least 70% of students report that they would tell a trusted adult (not a

parent/guardian) if they were concerned about their own or someone else's well-being.

- **Rationale:** This metric gauges students' awareness and willingness to seek support for their mental and emotional well-being, an important aspect of developing self-regulation and resilience.
The 70% target is appropriate because students who are willing to seek help are better equipped to manage their emotional well-being and demonstrate self-leadership. A high percentage reflects the effectiveness of the support structures in place to ensure students feel safe and able to seek help when necessary. This target exceeds the state average (50%) for this question.

[See table above](#)

- **Family-School Relationship Survey**
 - **Specific Metric**
 - **Compliance Statement:** Compliance will be demonstrated when at least 85% of parents report that their child knows how to make choices that positively impact their physical and emotional health.
 - **Rationale:** This measure evaluates parents' perceptions of their children's understanding of healthy decision-making, a key component in fostering social and emotional well-being.
The 85% target is appropriate because students' ability to make positive health choices directly impacts their social, emotional, and physical well-being. When students understand how to make healthy decisions, they are better equipped to take care of themselves, supporting their overall development and growth.

Q7: Physical/Social Environment														
	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know		Did Not Answer		Agree and Strongly Agree	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total		Total	%
My student knows how to make choices that positively impact his/her physical and emotional health.	1084	30%	2068	58%	267	7%	47	1%	104	3%	380		3152	88%

“Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.”

- Healthy Kids Colorado Survey (HKCS)
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 40% of students report enjoying school most of the time or always.
 - Rationale: This measure assesses students' overall engagement and positive attitude toward school, which is linked to their involvement and contributions within the school community.
The 40% target is appropriate because when students enjoy school, they are more likely to be engaged in both academic and extracurricular activities, contributing to their personal growth and responsibility. Enjoyment of school fosters a positive attitude toward learning and society, which supports their development as responsible citizens. This target is aligned with the state average on the HKCS.

Healthy Kids Colorado Survey data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who most of the time or always enjoyed being in school over the last year	37.8%	38.2%	-0.4%

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	36.1%	(27.4% - 44.7%)	N/A	N/A	
Another identity	N/A	N/A	N/A	N/A	
Black/African American	31.2%	(22.6% - 39.9%)	N/A	N/A	
East/Southeast Asian	43.0%	(35.4% - 50.7%)	38.2%	(30.5% - 46.0%)	4.8%
Hispanic/Latinx	35.7%	(30.8% - 40.5%)	36.0%	(27.7% - 44.3%)	-0.3%
Middle Eastern/North African/Arab	N/A	N/A	N/A	N/A	
Multi-Racial	36.0%	(34.1% - 38.0%)	33.9%	(29.8% - 38.0%)	2.1%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	
South Asian	57.0%	(53.1% - 60.9%)	57.8%	(52.0% - 63.6%)	-0.8%
White	38.4%	(36.8% - 40.0%)	38.4%	(34.5% - 42.4%)	0.0%
Total	37.8%	(35.8% - 39.9%)	38.2%	(34.5% - 41.8%)	-0.4%

*Based on Region 3 statistics

- Participation in Extracurricular Activities
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 70% of students participate in extracurricular activities.

- Rationale: This metric measures student involvement in extracurricular activities, which contribute to social responsibility and leadership development.

The 70% target is appropriate because participation in extracurricular activities promotes responsibility, leadership, and community engagement. Students involved in these activities develop essential interpersonal and leadership skills that prepare them for active and responsible roles in society.

[See Table Above](#)

- Community Service – Hours and Participation
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 70% of graduating seniors participate in community service, completing a total of at least 100,000 hours of documented service.
 - Rationale: This measure tracks students' contributions to their community through service, reflecting their sense of responsibility and engagement. The target of 100,000 hours and 70% participation is appropriate because community service provides students with an opportunity to contribute positively to society, demonstrating their commitment to social responsibility. It also supports the development of leadership skills, empathy, and civic engagement.

Graduating Seniors - All DCSD Schools (2023-2024)		
Total Community Service Hours	% of Graduates	Avg Hours of Community Service
206,333.8	99.8%	46.7

“Students graduate with independent learning skills.”

- Healthy Kids Colorado Survey (HKCS)
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 60% of students report that they believe their schoolwork is important or very important for their future.
 - Rationale: This measure assesses students' motivation and understanding of the relevance of their education, which is crucial for fostering independent learning skills.
 - The 60% target is appropriate because when students recognize the importance of their schoolwork for their future success, they are more likely to take ownership of their learning. This motivation and self-awareness are essential for fostering independent learning, which is critical for academic and professional success.

[See table above](#)

- Compliance Statement: Compliance will be demonstrated when at least 70% of students report feeling recognized for their academic efforts.
- Rationale: This metric tracks students' sense of accomplishment and how their efforts are acknowledged, which can contribute to their motivation for independent learning.
- The 70% target is appropriate because recognition reinforces the value of students' hard work, motivating them to continue striving for academic success. When students feel their academic efforts are acknowledged, they are more likely to engage in independent learning and take ownership of their educational progress.

[See table above](#)

- Family-School Relationship Survey
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when at least 85% of parents report observing genuine enthusiasm for learning in their children.
 - Rationale: This measure reflects parents' perceptions of their children's intrinsic motivation and enthusiasm for learning, which is a key aspect of independent learning.
 - The 85% target is appropriate because enthusiasm for learning fosters self-directed engagement and academic achievement. When students are enthusiastic about their education, they are more likely to take initiative in

their learning, develop critical thinking skills, and cultivate a lifelong passion for knowledge.

Q5: Climate/Culture													
	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know		Did Not Answer		Agree and Strongly Agree
	Total	%	Total	%	Total	%	Total	%	Total	%	Total		Total %
My student shows genuine enthusiasm for learning.	1205	32%	1655	45%	611	16%	197	5%	44	1%	238		2860 77%

- Advanced Course Participation
 - Specific Metric
 - Compliance Statement: Compliance will be demonstrated when enrollment in Advanced Placement (AP) and Concurrent Enrollment (CE) courses increases by at least 10%.
 - Rationale: This metric tracks participation in advanced coursework, which provides opportunities for students to engage in rigorous, independent learning.
 - The 10% increase target is appropriate because enrollment in AP and CE courses signifies that students are engaging in more challenging academic work, which fosters independent learning and critical thinking. These courses require self-discipline and responsibility, which are key components of independent learning skills.

[See Table Above](#)

I report compliance with this end statement