



ENDS PRELIMINARY 2020-21

Executive Summary Interpretation

The Board of Education has identified a Global END and four supporting END goals for the district. These are outlined in the enclosed document. It is the responsibility of the superintendent to provide evidence of the progress and achievement toward these ENDS annually. To ensure the Board and superintendent are in agreement of definition and evidence of these ENDS, the measures that will be used as evidence are being presented to the Board for approval.

The superintendent sought feedback from the BV PEAKS (owner/stakeholder group) and the building leadership team, in determining measures as evidence of progress and achievement toward the ENDS. In evaluating a variety of possible measures, five “buckets,” known as the “Big Five” measures are being presented as measures for Global and four supporting ENDS. The “Big Five” measures (enclosed) are:

1. Attendance, Participation, and Discipline Data
2. Alumni Surveys and general data
3. SCAP Data – Learning Disposition and Climate surveys and Executive Summary of all areas
4. Standard/Normed Assessment Data (CTACHs, CMAS, PSAT, NWEA)
5. Senior Projects/Graduation Requirements

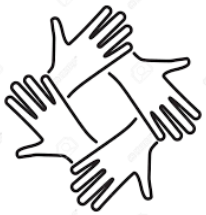
Big Five, #4 – *Standard/Normed Assessment Data* is primarily associated with the Global ENDS and ENDS 2 - *Students have the academic knowledge, skills, and critical thinking to pursue their individual post-secondary goals*. The other “Big Five” each have measures that give evidence to the Global and four supporting ENDS.

Included in the enclosures is alignment of the “Big Five” measures to the ENDS. While this alignment is not meant to be exclusive or binding, it is meant to demonstrate that by receiving results of the “Big Five” the Board will have evidence of the Global and four supporting ENDS. The “Big Five” measures will be presented as a whole set of data rather than making direct correlation/causation to each ENDS. When the ENDS report is presented in Spring 2021, the “Big Five” measures will be presented as evidence of all of the ENDS.



Board ENDS

Global END: Buena Vista School District exists to ensure every student reaches the peak of success by being curious, connected, constructive, critically competent, creative, collaborative, and character-centered at a cost demonstrating good stewardship of District resources.



ENDS 1: Students are capable of building relationships with others, solving conflicts positively, and contributing to their community

Measures: #1 – Discipline Data, Participation Data; #2 – Alumni Survey; #3 – SCAP survey data; #5 – participation in internships, experiences



ENDS 2: Students have the academic knowledge, skills, and critical thinking to pursue their individual post-secondary goals

Measures: #2 – Alumni surveys, post-secondary pursuits; #4 - CTACHs, NWEA, State show growth and trends of meeting grade level expectations; #5 – acceptance at school or pursuit of choice



ENDS 3: Students demonstrate the resiliency and character needed to face the personal and practical challenges of life

Measures: #1 – Attendance, participation, and discipline data; #2 – Alumni Surveys; not dependent on Govt. #3 – SCAP surveys; #5 – Portfolio reflection



ENDS 4: Students are proud of and inspired by their school experience

Measures: #1 – attendance; #2 – Alumni surveys; #2 SCAP surveys; #5 – Portfolio Reflection



“Big Five” ENDS Measures

1. Attendance, Participation and Discipline Data

ENDS 1-4

Measures	Aspirational Target	Actual Supporting Data
<p>a. Attendance average per school (ENDS 4 – proud and inspired)</p>	<p>95% of students have fewer than 10 absences</p> <p>*Define “unexcused at elementary and middle school</p>	<p>Absences by School Attendance Data 3.09.2021.docx</p> <hr/> <p>From SCAP site: Attendance from SCAP site</p> <hr/> <p>Summary statements</p> <ul style="list-style-type: none"> ● COVID had less of an impact on absences than may have been expected. ● Remote learning was not counted as absence. ● We are not approaching the target. 71% is the lowest achieved at any school in any year. ● Define “unexcused” at all schools, in particular PK-8 ● Analyze reasons for 10 or more -how many are trips ● Disaggregate to 16, which triggers truancy ● Disaggregate number who have attendance plans that result in decrease attendance
<p>b. Office referrals (ENDS 1 – resolve conflicts positively, contribute to community)</p>	<p>95% of office referrals are substantiated with a behavior plan</p> <p>90% of office referrals lead to improved behaviors</p> <p>Fewer than 10 office referrals per 100 student per month</p> <p>REVISE these target with explanation</p>	<p>Discipline Data by Principal Collection ENDs Measure 1 Discipline</p> <hr/> <p>Discipline Data reported to CDE 2018-19 state reported discipline 2019-20 state reported discipline</p> <hr/>

		<p><u>Summary statement</u></p> <ul style="list-style-type: none"> ● Aspirations targets need revision to match how data collected ● Referrals at 6-12 have decreased over last three years ● Total referral totals compare to single referral numbers show that a few students account for multiple referrals ● Changes in school leadership may account for variances in referrals and suspensions ● Next year: Align state reported data with data collected locally for this report ● New Target: Fewer than 10% with two our more referrals and fewer than 12% on behavior plans ● New Target: BVHS - use of Restorative Practices data (collected through grant)
<p>c. Suspensions and expulsions (ENDS 1 – resolve conflicts positively, contribute to community)</p>	<p>100% suspensions and expulsions are used after other interventions have been tried or for first time critical threats to others</p> <p>ADD: 0% expulsions or less than four over three year period</p>	<p>Discipline Data collected by Principals ENDs Measure 1 Discipline</p> <hr/> <p>Discipline Data reported to CDE 2018-19 state reported discipline 2019-20 state reported discipline</p> <hr/> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> ● Very low rates of suspension ● Suspensions at 6-12 have decreased over last three years ● Expulsions are used through a hearing process for safety violations and habitual disruptions and outlined in policy when needed ● New Target: Expulsions: 0 is aspirational target. Must use when appropriate. If high number (more than 4 for 3 years or more) over several years, then indicating not achieving ENDS

<p>d. Participation in other school or community activities (ENDS 1-4)</p>	<p>85% or more 4-12 students participate in one or more school activity OR involved in other community activities</p> <p>Target Considerations for future:</p> <p>PK-3rd grade families responded to the survey; the target is set for 4-12.</p> <p>The AD collects data by athletics and other activities. What would be the total participation of all? This is the percent needed for this target.</p> <p>Some school clubs are not calculated in the totals as they can be difficult to track from year to year. We may need to ask students to respond to the survey in 6-12 rather than families.</p> <p>What % is acceptable for this target? Is 85% the right target?</p> <p>We can add to the survey a question about why not participating.</p>	<p>Family Survey Participation Participation in activities survey PK-12 Winter 2020-21</p> <hr/> <p>Activity Director Participation Data Participation numbers BVMS-BVHS.pdf</p> <hr/> <p>Summary statements:</p> <ul style="list-style-type: none"> • Participation in school activities (athletics and other activities separated) for 6-12 is steady at about 67% according to AD data. • Participation in out of school activities had about 300 respondents. Of those, about 67% responded with one more activities. This included PK-3rd grade families. • From survey, of the 9-12 grade respondents, all but 2 were involved in at least one activity. • High number of "other activities were named on survey; include these in next survey. • From the survey, families do not know about opportunities • Three sport athletes have the highest GPA.
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2. Alumni Surveys and general data (limited for 2020-21 – will develop)

ENDS 1-4

Measures	Aspirational Target	Actual Supporting Data
<p>a. Post-secondary enrollment in university, CC, certificate program, military, full time living wage employment, or financially independent within 3 years</p>	<p>Create a means of collecting this data with 20% response rate of graduates in last 20 years.</p> <p>Future target: 100% of graduates can articulate a post secondary plan</p>	<p>Will develop survey for 2020-21 Seniors to complete</p> <p>See proposed survey here: https://forms.gle/QTot5QcACENBRVGq8</p> <hr/> <p>Colorado data as reported by student Post-Secondary Plans-2019 (limited)</p> <hr/> <p>Colorado data as reported through state collected information</p> <p>Pathways to Prosperity: Postsecondary Access and Success For Colorado's High School Graduates Higher Education</p> <hr/> <p>BV collected data, unofficial Copy of Post Graduation Statistics</p> <p>Summary statements:</p> <ul style="list-style-type: none"> • BV 2019 graduates reported to state by student generally match state percentages, with 2 year college being somewhat lower than state results. • BV collected data shows about 75% of students plan to attend 2 or 4 year post secondary institution • BV collected data shows workforce and 4 year college slightly decreasing and “other” increasing

		<ul style="list-style-type: none"> • State data (Pathways to Prosperity) shows high percentage of BV students completing dual enrollment courses • State data (Pathways to Prosperity) shows low level of developmental courses needed in 2018, high persistence to second year, and average GPA at 3.25 in state colleges/universities • Next year: In BV collected data, add, “organized travel or experience” separate from “other”
<p>b. Not supported by government with exception of disability</p> <p>Redefine this measure</p>	<p>Create a means of collecting this data with 20% response rate of graduates in last 20 years.</p>	<p>Still not sure how to collect this data. Possibly use the alumni survey question:</p> <p>“Within 5 years post graduation, I would describe myself as: completely, mostly, or somewhat financially independent.”</p>
<p>c. Alumni Surveys for 0-5 years and 5-10 years (ENDS 1-4)</p>	<p>Create surveys with 20% average response rate 80% positive response rate</p> <p>Future: 50% or more response rate with 80% positive average results (Positivity rate means 4 or above).</p>	<p>Alumni Survey Alumni Survey: BV Schools <small>*personally identifiable information has been removed from public survey comments but will be used internally for improvement</small></p> <hr/> <p>Summary statement</p> <ul style="list-style-type: none"> • 37 respondents with 40% 20 years or more since graduation • 73% felt prepared for post-secondary goals • 74% felt prepared to contribute to community • 65% felt prepared to handle challenges of life • 62% felt academically and social connected to staff and community • 65% felt school taught them confidence • 54% felt physical, emotional, and psychological needs were met

		<ul style="list-style-type: none">● 62% felt inspired, engaged, challenged● 87% proud to say a BV graduate● 68% felt prepared to be independent and self-sufficient● 62% felt helped to know strengths● Less than 15% on all questions were negative (except meeting emotional, psychological needs)● Next year: engage more 5-20 year graduates● Next year: how often will the survey be given?
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3. SCAP Data – Learning Disposition and Climate surveys and Executive Summary of all areas

ENDS 1-4

Measures	Aspirational Target	Actual Supporting Data
<p>a. Family, Staff, Student surveys of Learning Dispositions and Climate (ENDS 1-4)</p>	<p>40% Response rate at each school for families with 80% positivity rates 95% Response rate at each school for staff with 90% positivity rates 95% Response rate at each school for students with 85% positivity rates</p>	<p>Learning Disposition and Climate Survey Results SCAP Survey Link</p> <hr/> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> ● Response rates have been 500 total or more last two years. The district would need to identify family units (rather than student enrollment) to know if meet 40% participation. 500 represents over 50% of our enrollment. ● Next Year: change target to 40% of enrollment of each school. ● Family surveys - all four major constructs were 80% or higher ● Teacher surveys - Overall constructs at 98% and all others in the 90% range except time ● Teacher surveys -Generally higher in Fall 2020 than previous ● Teacher Surveys -90% positivity rate is high and certainly aspirational. ● Student surveys - positivity in all constructs and schools between 73-85%. ● Student surveys - significantly higher in fall 2020 than any previous ● Student surveys - 85% positivity rate is high and certainly aspirational
<p>b. Executive Summary of Learning Disposition and Climate (ENDS 1-4)</p>	<p>Evidence of Practice Learning Dispositions Future: Evidence of Impact, Blue Range</p>	<p>SCAP Executive Summary: <i>Learning Disposition and Climate</i> Learning disposition and climate surveys</p>

	<p>Evidence of Impact: Learning Climate Future: Evidence of Impact: Dark Blue</p>	<p><u>Summary statement</u></p> <ul style="list-style-type: none"> • <i>Learning Disposition</i> meets target • <i>Learning Climate</i> meets targets
<p>c. Executive Summary of Curriculum/Instruction, Leadership, PL (ENDS 2)</p>	<p>Evidence of Impact Curriculum Future: Evidence of Impact, Dark Blue</p> <p>Evidence of Impact: Instruction Future: Evidence of Impact: Blue Range</p> <p>Evidence of Impact: Leadership Future: Evidence of Impact: Blue Range</p> <p>Evidence of Impact: Professional Learning Future: Evidence of Impact: Dark Blue</p>	<p>SCAP Executive Summary: Curriculum/Instruction Curriculum and Instruction surveys</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> • <i>Curriculum</i> meets target • <i>Instruction</i> is not yet on target - at Evidence of Practice <hr/> <p>SCAP Executive Summary: Leadership Leadership and Vision Survey</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> • <i>Leadership</i> meets target <hr/> <p>SCAP Executive Summary: Professional Learning Professional Learning Survey</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> • <i>Professional Learning</i>: not yet on target at Evidence of Practice

4. Academic Competency and Critical Thinking - Standard/Normed Assessment Data (CTACHs, CMAS, PSAT, NWEA)

ENDS 2

Measures	Aspirational Target	Actual Supporting Data
<p>a. CTACHs – Trends in content Trends in Processes Trends in Effort All available subjects and grades</p>	<p>80% of 1st -5th grade students are 3 or above in reading fluency 80% of 1st -5th grade students are 3 or above in reading comprehension 90% of 1st -5th grade students are 3 or above in mathematics mastery, 80% in problem-solving, communication, and confidence</p> <p>90% of 6-8th grade students are 3 or above in reading mastery 90% of 6-8th grade students are 3 or above in writing mastery 90% of 6-8th grade students are 3 or above in mathematics mastery, 80% in problem-solving, communication, and confidence 90% of 8th grade students are 3 or above in science content and 80% SEP 90% of 8th grade students are 3 or above in social studies content and 80% CSP</p> <p>90% of 9-11th grade students are 3 or above in reading overall 90% of 9-11th grade students are 3 or above in writing overall 90% of 9-11th grade students are 3 or above in mathematics mastery, problem-solving, communication, and confidence 90% of 10th grade students are 3 or above in science content and SEP 90% of 11th grade students are 3 or above in social studies content and 80% CSP</p>	<p>CTACH data 1st-5th Grade Reading Fluency CTACH Data 1st-5th Grade Reading Comprehension Data 1st-5th Grade Math Mastery & Precision 1st-5th Grade Math Problem-Solving 1st-5th Grade Math Communication 1st-5th Grade Math Confidence 1st-5th Grade Writing</p> <p>Summary statement</p> <ul style="list-style-type: none"> ● Reading Fluency: Except for 1st grade, all other grades are have 80% at 3 or above. ● Reading Fluency and Comprehension: 1st grade fluency and comprehension showing highest percentage below targets. This matches reading PALS as well. ● Reading Comprehension: Only 4th grade has 80% or more at grade level targets. 3rd grade is approaching 80% or more. ● Reading Comprehension: 1st-5th grade between 12-40% below grade level. ● Math Mastery: 1st and 4th grade do not have 80% meeting targets. 2nd, 3rd, 5th are meeting target. ● Math Problem Solving: 2nd and 3rd grade meet 80% at grade level. 4th and 5th

		<p>grade have nearly 50% not meeting target.</p> <ul style="list-style-type: none"> ● <u>Math Communication</u>: 1st grade is meeting target. 2nd is nearly meeting. 3rd, 4th and 5th grade are significantly below the target. ● <u>Math Confidence</u>: All grade levels are meeting grade level. ● 1st grade seems to have more students meeting mastery in math than reading ● 3rd and 4th grade shows more students meeting reading targets than math, especially in problem-solving and communication
b. NWEA – ELA, Math, Science average RIT scores and growth, 3-12 science 8 and 10	Baseline 2020-21	<p>NWEA NWEA Fall Scores</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> ● Spring administration will occur in April. Growth between fall and spring will be the most important data for us to consider. ● 3rd grade students was the first standardized assessment ever taken. It was challenging ● 3rd-5th grade math has 72% below average RIT scores ● 3rd-5th grade ELA has 41% below average RIT scores ● 6th-8th grade ELA has 30% below average RIT ● 6th-8th grade math has 45% below average RIT ● 9-12th grade ELA has 25% below average RIT ● 9-12th grade math has 31% below average RIT ● There is an increase in achievement at each grade span
c. CMAS – NOT available	Not Available 2020-21 Future:	N/A

	<p>3rd-8th grade ELA – 85% proficient or above 3rd-8th grade Math – 85% proficient or above 5th and 8th grade Science – 85% proficient or above</p> <p>3rd-8th grade Growth in all subjects</p>	
d. PSAT/SAT	<p>Not Available 2020-21</p> <p>Future: PSAT ELA – 85%tile PSAT Math – 85%tile PSAT Science – 85%tile</p> <p>SAT ELA – 85%tile SAT Math – 85%tile SAT Science – 85%tile</p>	N/A
e. Reading Intervention	<p>Fewer than 10% of student population with SRD and 20% with interventions outside of classroom (exception of IEPs)</p> <p><u>Redefine target:</u> Fewer than 15% at each grade (1-2, 3-5, 6-8, 9-12) qualify for reading intervention (who have been in district for two years or more)</p> <p>Students who show growth</p>	<p>Reading Results K-5 PALS Data 2020-21</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> ● 1st grade has the highest percentage at 51% receiving services ● Students receiving services decreases each grade after 1st grade (steady at 2nd/3rd) ● More students receiving services at each grade at Mid Year (MOY) ● Next year: fewer than 15% in grades 4-5 qualify for reading intervention ● Next year: fewer than 25% K-2nd grade overall ● Next year: Beginning of year (BOY) to End of year (EOY) decreases by 5% or more ● Next Year: 6-8 qualifying for Reading Intervention (SSR) percentages (less than 12%) ● Next Year: 9-12 qualifying for Integrated ELA percentages (less than 12%)

5. Senior Projects/Graduation Requirements

ENDS 1-4

Measures *DAC to bring further interpretation for future	Aspirational Target	Actual Supporting Data
a. Number of internships (ENDS 1,2)	Establish baseline 2020-21 and what would be goal	<u>Summary statement</u> <ul style="list-style-type: none"> • 3 students in internships at BVHS
b. Number of mentor experiences (ENDS 1,2) Redefine this measure based on CPSR recommendations	Establish baseline 2020-21, what would be goal, and definition	<u>Summary statement</u> <ul style="list-style-type: none"> • None of the relationships would currently qualify as mentorships at BVHS
c. Portfolio Reflections at completion plus (DAC rating) (ENDS 1-4)	Establish measure and baseline with DAC recommendation 2020-21	Senior Portfolio scores: Capstone Presentation Panelist Feedback Form (Responses) <u>Summary statement</u> <ul style="list-style-type: none"> • 2021 Baseline: Average score is 3 out of 4 • Next Year: DAC and staff recommend adjusting portfolio score to have more gradients (possibly 10 point scale) • Next Year: Target measure could be students who pass portfolio at 1st semester

<p>d. Graduation rates/Dropout rates (ENDS 1-4)</p>	<p>95% graduation rates at BVHS and CCHS 5% dropout rates at BVHS and CCHS</p>	<p>BVHS and Total Graduation DPF SPF</p> <p>2019-2020: CCHS: 14.3% (in four years) CCHS: 68.8% (within 7 years) BVHS: 91.2% (in four years) BVHS: 100% (within 7 years) CO: 81.9% (in four years) CO 86.4% (within 7 years)</p> <p>BVHS avg 2018-2020 Graduation 94.6, 96.7, 91.2 = 94.1</p> <p>Dropout 2017-19 CCHS 19%, 18%, 18% = 18.3% BVHS 1.3% 0%, 0% = .43%</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> • BVHS meets drop out and graduation targets • CCHS does not meet drop out or graduation targets • Next Year: need to consider targets for CCHS.
<p>e. Acceptance in top three school of choice or other pursuit (ENDS 3)</p> <p>Redefine this measure</p> <p>Is there a better means of measuring students achieving post secondary pursuit? Is there something from the alumni survey?</p> <p>Could it be: % who go on to school/training/military immediately?</p> <p>Or, better to ask current graduates, are you pursuing your post-secondary goals in the next year?</p>	<p>90% acceptance</p>	<p>Creating a survey for graduating seniors, to collect contact information and post secondary plans</p> <p>See proposed survey here: Senior Graduation Survey</p> <p><u>Summary statement</u></p> <ul style="list-style-type: none"> • This is the first year to give the survey. • Next Year: suggestions for this measure are included in column 1 • • Currently, the state of Colorado tracks 2 year, 4 year, and trade school enrollment as part the SPF/DPF rating. They will add more post-secondary pursuits in future

Could also use Alumni question: Are you achieving your post-secondary life goals?		
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*Combine Measure 2 (Alumni Surveys) and Measure 5 (Senior Projects/Graduation) to Post-Secondary Preparedness

