Dear Eagle Family,

As we approach the end of an unprecedented school year, it is important to reflect on the challenges and success stories observed by staff, students and the administrative team. Needless to say, this historic year defined our school as one of strength, loyalty, and determination. I have never been more proud of a school’s accomplishments and through our unified work we were able to succeed in so many ways. We would like to take the time to share with you some of the measures we use to determine our path moving forward from into next year from the lessons we learned during this pandemic event. The following metrics will be used to help us grow and address our needs going into the 2021-2022 school year:

- **English Language Arts (ELA) and Math Achievement and Growth:** What type of progress are our students making in mastering year-long concepts in ELA and Math?
- **Local PSAT 8/9:** Our 8th grade students were able to take a local PSAT 8/9 this winter. What are their areas of strength and growth?
- **Student Survey Data:** What are our students saying about our school and district?
- **Parent Survey Data:** What are our parents saying about our school and district?
- **Health Data:** How have our schools and district responded to COVID? How many positive cases have we seen in both students and staff?
- **What have we identified as our areas of strength this year and where do we think we still have room to grow?**

This report focuses on general school-wide trends. Please feel free reach out to your teacher, principal, or School Accountability Committee for more detailed results and feedback.

**ELA and Math Achievement and Growth:** What type of progress are our students making in mastering year-long concepts in ELA and Math?

We administered a comprehensive assessment in the fall and winter. This “Illuminate” assessment covers topics that are taught over the course of the year. The assessment enables our teachers and students to get real-time feedback on specific concepts that have been mastered or still need to be addressed. It is directly aligned to the state assessment, Colorado Measures of Academic Success (CMAS). If a student scored “Met” on the Illuminate assessment at the beginning of the year, then it means that they would have most likely scored “Met” on the CMAS assessment had they taken it the previous year. It does not mean that they will score “Met” on the state assessment at the end of the year, but we will be able to provide that analysis after spring assessments are administered.
Overall Performance for Students Who Took Both Fall and Winter Assessments

**Fall vs. Winter Performance**
Illuminate Benchmark Assessments
Secondary ELA 2020-2021

![Graph showing performance comparison between fall and winter assessments for Secondary ELA.](image)

- Over 65% of students demonstrated growth or in increase in their score from fall to winter in ELA and over 66% demonstrated growth in Math.

**Fall vs. Winter Performance**
Illuminate Benchmark Assessments
Secondary Math 2020-2021

![Graph showing performance comparison between fall and winter assessments for Math.](image)

**School Administered PSAT 8/9: What are our students’ areas of strength and growth?**

Our school was able to administer a local online version of the PSAT 8/9 to all of our 8th grade students. This is the same type of PSAT 8/9 that is administered to all 9th grade students across the state of Colorado. We believe that it is important to give our students a leg up when preparing for their post-secondary opportunities and practice with a real assessment before entering high school. The score on the PSAT is indicative of what they would get on the SAT if they took it on the same day. The 8th grade benchmark score is an 820. Our average student score was a 760. A student is considered to meet 11th grade benchmarks if their composite score is above a 970. We're proud to say that some of our 8th grade students scored over a 1000!

Below is a table highlighting some of the areas of strength and growth on our winter administration of the PSAT 8/9. Overall our students showed strong mastery of vocabulary and reading comprehension while demonstrating a need to continue to work on advanced mathematics skills.
Student Survey Data: What are our students saying about our school and district?

Our school cares deeply about students’ experiences. It is important that not only do our students have a voice, but that we also listen. Below are some of the questions that we asked our students in the fall including their responses. While the vast majority of our students report that they feel safe, that they belong, and that they have the skills necessary to succeed, there are still some students who don’t feel this way. As a community, we will continue to reach out, listen, and put the needs of our students first above all else. It should be noted that the question with the lowest rating (90% positive, 10% negative) was “What I am learning in school is important to me” at the secondary level. While we continue to make learning engaging, meaningful, and relevant, we also recognize that this is an area of growth for us.
I feel safe at school.

I believe my teachers care about me.

What I'm learning in school is important to me.
Parent Survey Data: What are our parents saying about our school and district?

Health Data: How have our schools and districts responded to COVID? How many positive cases have we seen in both students and staff?

The health and safety of our students and staff is our number one priority. We have taken extraordinary measures this year to keep our buildings and classrooms as healthy as possible during the pandemic. Please visit this site for current information about how we are addressing COVID-19 at our district.

As of Friday, March 12, 2021, FFC8 has approximately 7768 students and 404 staff members. Of these community members a small percentage have had a confirmed COVID infection. Staff have been prioritized for vaccination and many have already received their 2nd dose.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Students</th>
<th>Staff</th>
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<tbody>
<tr>
<td>Week of March 5th to March 12th</td>
<td>0.06%</td>
<td>0%</td>
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<tr>
<td>Total since the beginning of 2nd Semester</td>
<td>0.55%</td>
<td>9.90%</td>
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</table>
What have we identified as our areas of strength this year and where do we think we still have room to grow?

Academics & Social Emotional Learning:

Monday Success Skills Conversations: Students and teachers work together to present evidence to show demonstrations of achievement in specific skill areas. Each Monday students assess themselves on 5 Colorado Essential Skills: Social & Collaboration Skills; Productivity & Accountability; Initiative & Self Direction; Organization; and Self-Regulation. These skills are chosen directly from the Colorado State Academic Standards. Based on the skill area students choose to improve, they work with their ACCESS teacher to set a goal for the week using our Goal, Plan, Action format. Teachers conduct individual conversations with their ACCESS students and provide them with feedback to build essential skills that will lead to improved academic performance.

Purpose: Schoolwide Focus on Colorado Essential Skills & Success Conversations.

- This process helps students develop accountability for their own learning and ultimately helps teachers close learning gaps
- Success Conversations and self-assessments of the Essential Skills provides earlier intervention for all students by identifying areas of concern while also celebrating student successes and accomplishments
- Allows students to grow in skills that will be used for academic success, social emotional strategies, as well as career readiness.
Components of our MTSS System (Multi-tiered System of Supports)

Our approach in supporting our students with success conversations and targeted interventions:

1. Team-Driven Shared Leadership
   - Teachers and support staff analyze data and design school-wide and/or lessons that will help students build the skills they need to be successful

2. Data-based problem solving and decision-making
   - Triangulating student grades, completed assignments, school and standardized assessments, along with student reflections on their own skills drives the enrichment and intervention structures used to help students grow

3. Family, school, and community partnering
   - Parent groups, representatives from the post, expertise of the district, and volunteers from private industry have contributed to our selection of skills as well as programs of learning

4. Layered continuum of supports
   - Analysis of individual student data will allow students to move throughout the building to get the targeted instruction, academic support, or additional academic and/or social enrichment they need on a week-to-week basis

5. Evidence-Based Practices
   - Students and teachers are developing data analysis skills and metacognitive reflecting to ensure that the most effective teaching and learning strategies are used to help students reach their goals

Students identified the individual skills that they have improved on most as a result of the Success Conversations.

<table>
<thead>
<tr>
<th>The Success Skill that I have improved on most this year.</th>
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<tbody>
<tr>
<td>Organization</td>
<td>16%</td>
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<td>Productivity &amp; Accountability</td>
<td>33%</td>
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<td>Self-Regulation</td>
<td>11%</td>
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<td>Initiative &amp; Self-Direction Skills</td>
<td>12%</td>
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<td>Social &amp; Collaboration Skills</td>
<td>28%</td>
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0% 5% 10% 15% 20% 25% 30% 35%
Student Personal Growth Examples & Celebrations. Students identified what they think have been the most beneficial part of the Success Conversations:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Details</th>
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<tbody>
<tr>
<td>“I believe the most beneficial part about the success conversations that take place on Mondays are helping me stay on track and getting focused.”</td>
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<tr>
<td>“The most beneficial part of the success conversations is that I use the conversations as motivation.”</td>
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<td>“Helping everyone see how to set goals and what they want their goals to be.”</td>
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<tr>
<td>“I think that the best part about it that helps me is that I know what I am doing and what I am doing wrong so I can fix it.”</td>
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<tr>
<td>“I feel that I can understand myself better and I can figure out what I need to improve on! Also, more inputs I get, the better my future will be based off the information.”</td>
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<tr>
<td>“I think the most beneficial part about the success conversations that take place on Mondays is to show students how they have improved in certain areas, and maybe how they still need to improve in some areas.”</td>
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<tr>
<td>“I think the most beneficial part about success conversations on Monday is learning what you do good on and what you can improve on. I also think that it can help me with my GPA’s.”</td>
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<tr>
<td>“I think the most beneficial part of the success conversations that take place is that my teachers can see what I'm improving in so then if I'm not improving then they can help out more.”</td>
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<tr>
<td>“I would say the most beneficial part about Mondays is the self-accountability that comes into place once you have to explain how you improved.”</td>
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<tr>
<td>“In my opinion the most beneficial part about the success conversation that are on Mondays is the goal plans and set ups so that we are able to improve our skills.”</td>
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<tr>
<td>“I think the most beneficial part of the success conversations is the various options that are provided in each category to improve on the skill.”</td>
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<tr>
<td>“I think it is good to know how your teachers feel about what you are doing and not just going off of your grade.”</td>
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<tr>
<td>“that we get to talk about how we can be more organized or how we can have school be more beneficial for us.”</td>
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Our students and staff have shown tremendous perseverance and grit this year. We made a very concerted effort to focus our resources and energy on the physical and mental wellbeing of all of our community members. This has led to an increase in student and staff awareness about their socio-emotional needs and we have seen a significant increase in self-advocacy among all of our community members. It is our intention to ensure that this awareness and ability for students to ask for what they need continues to grow well into the future. We have also seen an increase in students’ awareness and access to mental health services which shows a growing awareness of resources among both students and staff. Student access to timely and effective mental health services is a point of pride in our district. We are one of the only districts in the state where there is licensed school psychologist in every school building. This enables our mental health providers to provide proactive and personalized services.

In many ways the areas that we need to grow in are also areas of strength. How can we continue to find innovative ways to build off all of the progress that we have made so far? As the pandemic wanes and things return to “normal” we can’t lose sight of the progress that we have made so far and we must continue to actively listen and
respond to the mental and behavioral health needs of our students as we plan for the fall. We need to continue to build and expand the implementation of the “Sources of Strength” program whose mission is to increase help seeking behaviors and promote connections between peers and caring adults. This is especially important at the secondary level. We also know that we need to maintain momentum in changing how we address behavior and discipline by building up restorative practices vs. punitive practices. Ultimately, we want to proactively respond to issues with behavior and help students find healthy ways to communicate their needs and resolve conflict.

In closing, we believe in the power of the Carson Middle School community to change the world. We believe in the power of our students to transform the world around them. It is our duty to help them build up the mental and social skills that will enable them to reach their full potential as citizens and leaders. Thank you for entrusting us with your students. We recognize the honor and responsibility that comes with the faith that you have put in our community. We are proud of what we have accomplished and also recognize that we have yet to reach our full potential. Together, we will prepare today’s youth for tomorrow’s responsibility.

Sincerely,

Anthony Greco
Principal Carson Middle School