Board of Education

Mesa County Valley School District 51

Board Special Meeting Minutes

	A	B	C	D	E	
						Board of Education **Mesa County Valley School District 51** Board Special Meeting: October 10, 2023 Adopted: November 14, 2023

A - Doug Levinson
B - Kari Sholtes
C - Andrea Haitz
D - Will Jones
E - Angela Lema

	A	B	C	D	E	AGENDA ITEMS	ACTION
Present Absent	x	x	x	x	x	<u>BOARD SPECIAL MEETING</u>	5:02 p.m.

1. Turnaround & Priority Improvement School Unified Improvement Plans Presentations (Clifton, Fruitvale, Nisley and Thunder Mountain Elementary Schools, Grand Mesa and Orchard Mesa Middle Schools, Center High School and Grand River Academy
   ➢ Mrs. Jennifer Marsh, Chief Academic Officer, and Mr. Paul Jebe, Site Director, shared information on the state's School Performance Framework (SPF) Accreditation ratings system. Schools scoring less than forty two percent are rated as Priority Improvement or Turnaround and are required to share information on their Unified Improvement Plans (UIP) with the Board and community. A school's SPF is used to determine what is working and what is not. An explanation how a school's UIP is driven by SPF and the broad spectrum of work which has to be done to make improvements was shared, noting in most cases growth usually precedes achievement. Site directors work with principals to examine the data and ensure that the schools major improvement strategies are focused on the areas needing the most improvement. Graphics and information were shared on how improvement plans are developed through Learning Communities (LC). Mrs. Marsh thanked the principals for all the work being done to make improvements and for their openness and honesty in their presentations. She noted the school principals were asked to make their presentation brief, and focus on just one or two improvement strategies, to allow time for questions from the Board. Information was shared by all the school principals with the exception of Thunder Mountain Elementary School. Thunder Mountain Elementary School's SPF is being reviewed by the state with the anticipation of the school moving up a level.
   ➢ Ms. Amy Shepherd-Fowler, Clifton Elementary School Principal, spoke on the goals of decreasing the number of students on Read plans by ten percent, increase student growth by sixteen percent and student achievement by ten points on the Colorado Measure of Academic Success (CMAS) testing. Improvement strategies to improve student reading include teaching foundational literacy skills, using Strive grouping to respond to students' needs and progress monitoring students through Dynamic Indicators of Basic Early Literacy Skills (DIBELS). For math the plan is to continue to work on the backwards plan before teaching a unit, train teachers on how to use Reflex and Dreambox strategically and systematically and using data cycles to plan and reteach to address gaps.
   ➢ Ms. Angela Galyon, Fruitvale Elementary School Principal, reported last year's growth was lower than what is typical. She elaborated on working to improve reading scores by transitioning from a balanced literacy approach to a science of reading approach. For math, she spoke on renewed integrity of implementation and commitment to math instruction, with two formal data reviews each quarter, emphasizing the reteach to impact growth and highlighting the expectations and evidence based on the standards.
   ➢ Ms. Dorothy Wolf, Nisley Elementary School Principal, elaborated on the improvement strategy of implementation of inter reading at the tier one instruction level, leveraging professional learning time to look at the backwards

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planning protocol and looking at prioritizing standards to develop learning targets. She reported on looking at common formative assessment to determine root causes, identifying successes and gaps to plan for reteaching. Another strategy shared was utilizing data to plan small group instruction to determine foundational gaps and using evidence-based resources to create instructional plans to target specific learning needs of specific students.	

> Ms. Kim Davis, Grand Mesa Middle School Principal, was pleased to be able to report the school has seen growth over last year in both reading and math and is close to reaching the fiftieth percentile. She reported on strategies for improvement in English language arts, noting many students are vocabulary poor, as their life experience does not expose students to a broader vocabulary, so a major improvement strategy is to focus on vocabulary development. For math, the school will be focusing on finding ways, during intervention classes, to assist students in learning and reinforcing basic math skills. Intervention classes are available for students needing assistance in English language arts and math if necessary. Ms. Davis reviewed steps to ensure staff is prepared and supported so they can teach best instruction.

> Dr. Danny Medved, Orchard Mesa Middle School Principal, reviewed the SPF scores for the school, noting the school was rated as approaching, with the scores having dropped from what was typical over the past several years. He reported the school has a strong group of dedicated teachers and he is confident scores will improve. Information was shared on some contributing root causes and steps to be taken, such as greater consistency in explicit planning around data informed instruction, ensuring learning is aligned with the highest leverage of standards, ensuring the assessments are correct and having high student engagement in testing. He spoke on strategies the school will be using to create a learning environment where students are active learners and are accountable to demonstrate mastery of their learning at grade level standards.

> Mrs. Tracy Arledge, Central High School Principal, reported the school is only 2.1 points from reaching the Performance rating and will be focusing on student testing participation. She spoke on the need to clean up student records to identify students counted toward testing, but who have left the school and failed to formally withdraw. Student attendance is another area the school will be looking at to ensure all students are in attendance during testing or are provided other options to test. The school will be holding a boot camp for students to prepare for the Scholastic Assessment Test (SAT) or Pre-Scholastic Assessment Test (PSAT) in the spring. The school's goal is to get every student possible tested.

> Mr. Steve States, Grand River Virtual Academy, reported the school was dropped one level to Priority Improvement due to a low participation rate. He shared information on a yearlong informational campaign the school will be doing to express the benefits of testing. The school will also be reviewing student enrollment data to identify students who are expected to participate in state testing. During spring conferences information will be shared with students and parents on the benefits of testing and the testing schedule. Following testing, and prior to make-up testing, students who did not test will be contacted

	A	B	C	D	E	AGENDA ITEMS	ACTION

						and information shared about make-up testing or completion of the testing refusal form.
						➤ Mrs. Marsh, Mr. Jebe and the principals answered questions from the Board regarding:
						   • The differences and focuses between the District Performance Framework and School Performance Framework and how improvement strategies vary.
						   • Supports for principals and teachers to collaborate and learn from others.
						   • Strategies the schools are using to get buy-in from parents to allow their student to participate in the state testing and accountability from students to do their best when testing.
						   • Backward planning being considered a best practice.
						   • Using previous UIP's to identify what practices worked and what strategies/practices did not work.
						   • Resources needed to improve teaching strategies and student achievement.
						   • Review of the staffing model and the need for qualified staff.
						
						2. Colorado Department of Education Four Year Watch Presentation
						➤ Ms. Jenny Hinkle Colorado Department of Education School Transformation Specialist, explained aspects of the School Performance Framework and how school ratings are determined. She shared information of the accountability process for schools or districts who are on the clock and supports for those schools or districts. Schools or districts are placed on the clock when a school or district receives a rating of Priority Improvement or Turnaround and are removed from the clock once the school or district reaches an Improvement rating or higher for two consecutive years.
						She works with schools during transformation and is currently working with Nisley Elementary School, as the school is on a year four of the clock. The school received a Priority Improvement rating in 2017, 2018 and 2019, (ratings were paused for 2020 and 2021 due to the pandemic) Improvement for 2022 and Priority Improvement for 2023. She shared information on the supports, provided by the state, to assist the school.
						➤ Mr. Andy Swanson, Colorado Department of Education Accountability Pathways Director, presented virtually. He spoke on the steps the state would take, should Nisley Elementary School reach year five on the clock. Steps included a State Review Panel report, a hearing before the State Board, and a directive from the State Board on a pathway to be followed. He shared information on the make up of the State Review Panel, the five pathways available to the State Board for consideration, and a timeline of when steps would be taken should Nisley Elementary School reach year five.	

						3. Board Discussion ➤ None at this time. 4. Adjournment	7:07 p.m.

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						Amy Navarette, Assistant Secretary Board of Education	

School Improvement BOE Presentation

October 10, 2023

Tonight's Presentation

Tonight's purpose is to inform our community about the D51 schools that have received a state rating of Priority Improvement(PI) or Turnaround(T) and what the schools' plans for success are.

This School Board Report is a process required by the Colorado Department of Education.

What does it mean to receive this rating?

Accreditation Category Plan Type

| |
|---|
| Accredited (District) or Performance Plan (School) |
| Accredited w/Improvement Plan (District) or Improvement Plan (School) |
| Accredited w/Priority Improvement Plan (District) or Priority Improvement (School) |
| Accredited w/Turnaround Plan(District) or Turnaround Plan (School) |

The school has received less than 42% of the possible points on their School Performance Framework / SPF

Composition of School/District Performance Framework
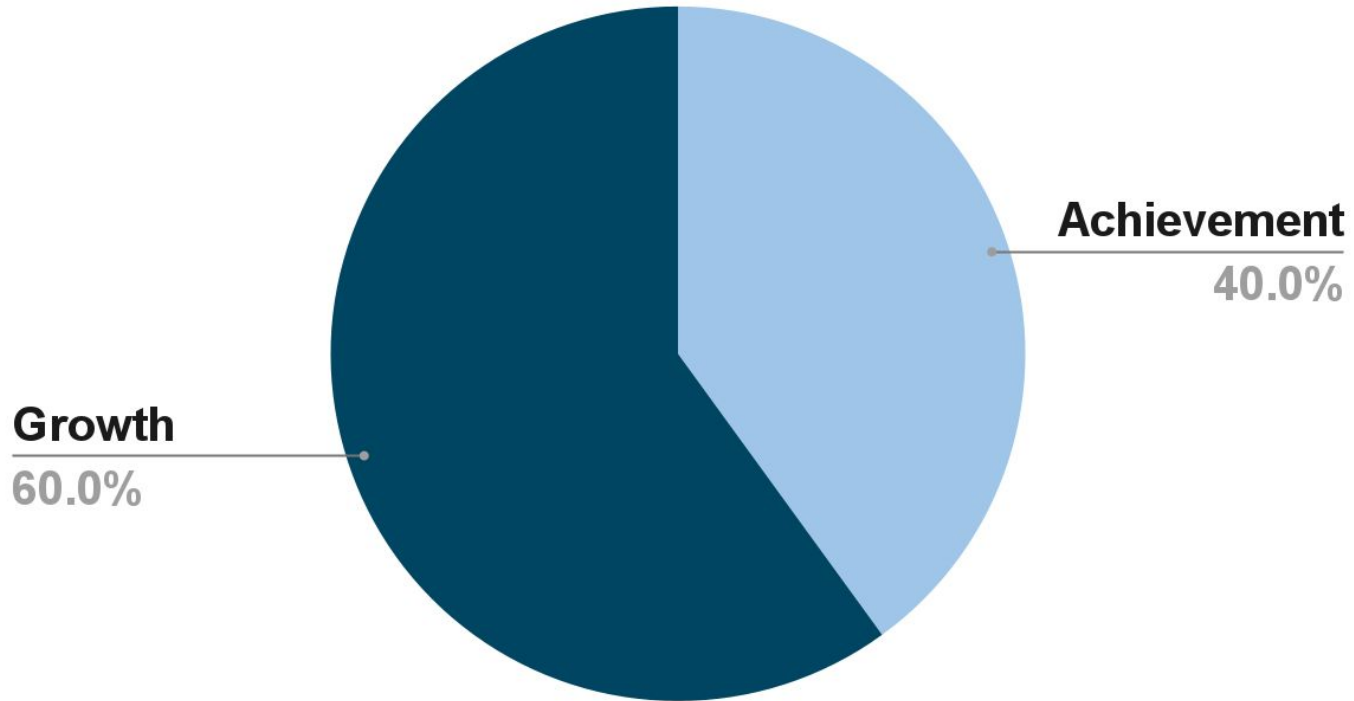
Composition of a School/District Performance Framework
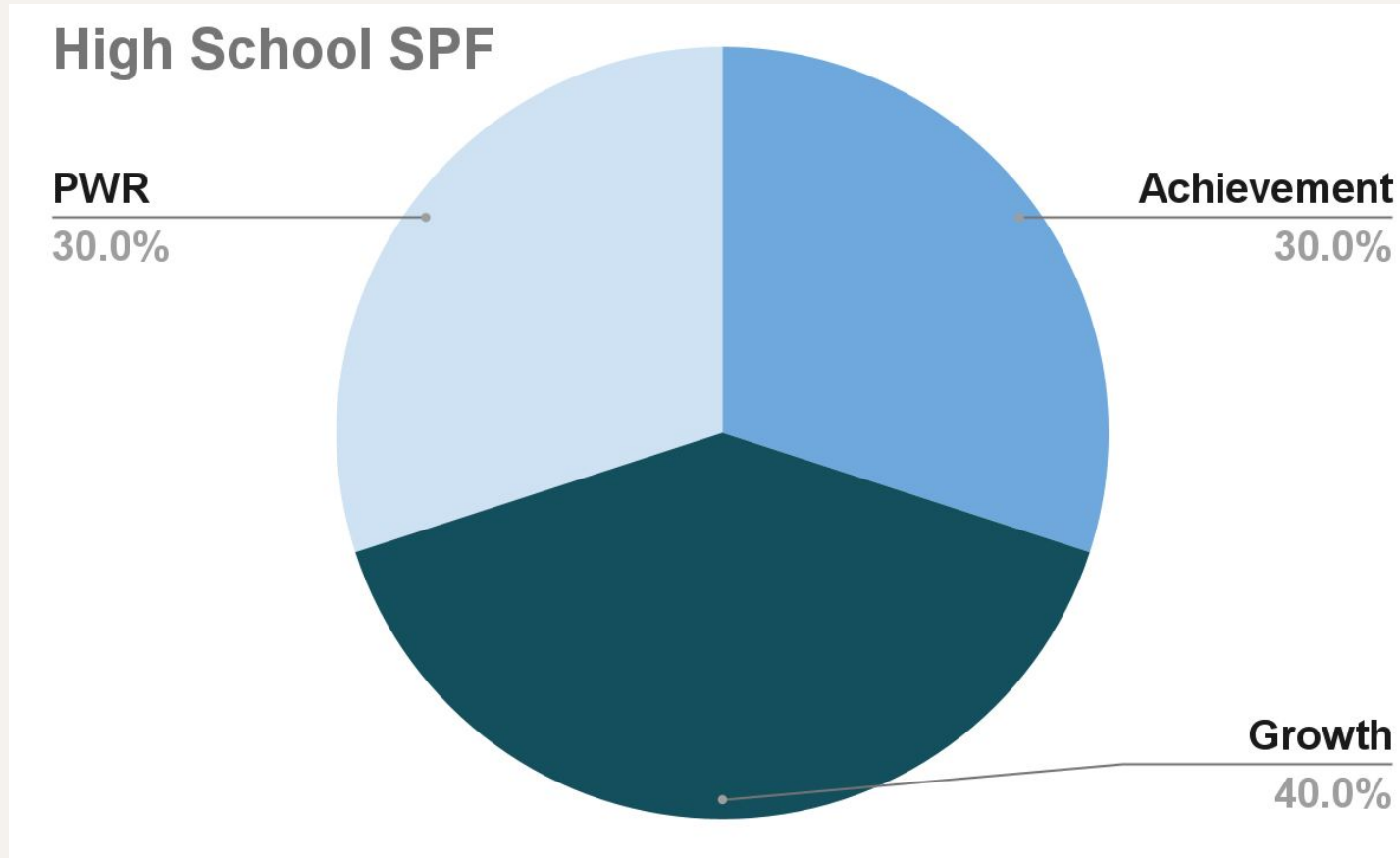
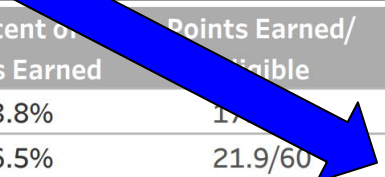# Plan Type and Rating with Growth/Achievement Totals

Priority Improvement Plan	39.4/100 Points Earned

Year 1

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	17	Approaching
Academic Growth	36.5%	21.9/60	Does Not Meet

Growth Is A Path To Improvement

40%

Achievement Points for ALL students and for DIVERSE groups of students

60%

Growth Points for ALL students and for DIVERSE groups of students

Growth almost always precedes achievement

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	167	97.8%	734.4	38	4.00/8	Approaching
	Previously Identified for READ Plan	42	93.5%	704.4	-	0.00/0	-
	English Learners	17	100.0%	732.4	34	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	109	98.3%	729.4	27	0.50/1	Approaching
	Minority Students	72	97.4%	729.0	26	0.50/1	Approaching
	Students with Disabilities	32	97.1%	702.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	167	97.8%	730.0	38	4.00/8	Approaching
	English Learners	17	100.0%	727.5	33	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	109	98.3%	724.6	26	0.50/1	Approaching
	Minority Students	72	97.4%	722.2	21	0.50/1	Approaching
	Students with Disabilities	32	97.1%	705.4	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	11.50/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	43	78.6%	53.0	6.00/8	Meets
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	32	80.5%	56.0	0.75/1	Meets
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	57	95.1%	93.0	8.00/8	Exceeds
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	35	92.1%	92.0	1.00/1	Exceeds
	Minority Students	27	96.4%	93.0	1.00/1	Exceeds
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	16.75/19	Exceeds

Broad Approaches In School's Improvement Work

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating	n Scale core	Percentile Rank	Pts Earned/ Eligible	Rating	n Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating	le	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	152	97.0%	715.0	5	2.00/8	Does Not Meet	38.2	44	4.00/8	Approaching	735.6	41	4.00/8	Approaching		38	4.00/8	Approaching
	Previously Identified for READ Plan	38	95.3%	690.2	-	0.00/0	-	25.3	18	0.50/1	Approaching	700.6	-	0.00/0	-		-	0.00/0	-
	English Learners	n < 16	-	-	-	0.00/0	-	33.0	32	0.50/1	Approaching			0.00/0	-		34	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	110	96.8%	712.4	2	0.25/1	Does Not Meet	32.9	32	0.50/1	Approaching	732.9	35	0.50/1	Approaching		27	0.50/1	Approaching
	Minority Students	75	96.4%	712.0	2	0.25/1	Does Not Meet					736.3	43	0.50/1	Approaching		26	0.50/1	Approaching
	Students with Disabilities	31	97.0%	694.7	1	0.25/1	Does Not Meet	11.5	1	0.25/1	Does Not Meet	706.3	1	0.25/1	Does Not Meet		1	0.25/1	Does Not Meet
CMAS - Math	All Students	153	98.2%	710.3	4	2.00/8	Does Not Meet	25.1	33	4.00/8	Approaching	723.6	24	4.00/8	Approaching		38	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-	15.3	13	0.25/1	Does Not Meet			0.00/0	-		33	0.50/1	Approaching
				708.4	3	0.25/1	Does Not Meet	20.6	23	0.50/1	Approaching	718.9	14	0.25/1	Does Not Meet		26	0.50/1	Approaching
				707.3	2	0.25/1	Does Not Meet	17.1	17	0.50/1	Approaching	723.3	24	0.50/1	Approaching		21	0.50/1	Approaching
				695.9	1	0.25/1	Does Not Meet	08.1	3	0.25/1	Does Not Meet	693.4	1	0.25/1	Does Not Meet		1	0.25/1	Does Not Meet
TOTAL				*	*	5.50/22	Does Not Meet	*	*	11.25/24	Approaching	*	*	10.25/22	Approaching		*	11.50/22	Approaching

ACADEMIC

Subject	Student Group		Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating	edian Growth ercentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts			5%	34.0	2.00/8	Does Not Meet	46.0	4.00/8	Approaching	40.0	4.00/8	Approaching	53.0	6.00/8	Meets
				-	0.00/0	-	43.0	0.50/1	Approaching	-	0.00/0	-	-	0.00/0	-
			5%	32.5	0.25/1	Does Not Meet	44.0	0.50/1	Approaching	37.0	0.50/1	Approaching	56.0	0.75/1	Meets
	Minority Students	20	77.8%	35.0	0.50/1	Approaching	45.0	0.50/1	Approaching	-	0.00/0	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-	35.5	0.50/1	Approaching	-	0.00/0	-	-	0.00/0	-
CMAS - Math	All Students	50	89.8%	19.5	2.00/8	Does Not Meet	31.0	2.00/8	Does Not Meet	35.0	4.00/8	Approaching	93.0	8.00/8	Exceeds
	English Learners	n < 20	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	33	87.8%	23.0	0.25/1	Does Not Meet	27.0	0.25/1	Does Not Meet	33.0	0.25/1	Does Not Meet	92.0	1.00/1	Exceeds
	Minority Students	28	90.3%	22.5	0.25/1	Does Not Meet	24.5	0.25/1	Does Not Meet	-	0.00/0	-	93.0	1.00/1	Exceeds
	Students with Disabilities	n < 20	-	-	0.00/0	-	30.0	0.25/1	Does Not Meet	-	0.00/0	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	5.25/20	Does Not Meet	*	8.75/23	Approaching	*	8.75/18	Approaching	*	16.75/19	Exceeds

Numerous Areas of Impact

What Approaches Do These Schools Take Towards Improvement When They Are Identified?

Site Directors work with Principals to unpack their data and ensure that the schools Major Improvement Strategies are focused on the areas that need the most improvement over time.

What do we expect our students to learn?

How will we know they are learning?

How will we respond when they don't learn?

How will we respond if they already know it?

LCs Teacher Teams

These LCs get grounded in DATA and STUDENT WORK

They Set Quarterly Goals / Sprints Around Instruction and Student Outcomes

And They Monitor and Adjust Instruction to Reteach and Reassess for Learning

Strategic Plan Goal/Data

2023/2024				Insufficient Data
Performance	Improvement	Priority Improvement	Turnaround	Insufficient Data
27	6	7	1	3
80%		20%		1%

Improvement	Priority	Turn Around
BMS*	CHS	Clifton
Dos Rios	Fruitvale	**AEC**
Fruita 8/9	GMMS	R-5
FMS	Grand River	**Insufficient Data**
Pear Park	Nisley	Gateway
Rocky Mtn.	OMMS	Mesa Valley Community

Tonight You Will Hear From

Clifton Elementary
Principal
Amy Shepherd

Fruitvale Elementary
Principal
Angela Galyon

Nisley Elementary
Principal
Dorothy Wolf

Grand Mesa Middle School
Principal
Kim Davis

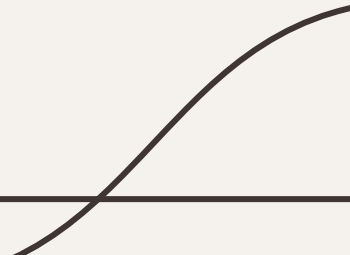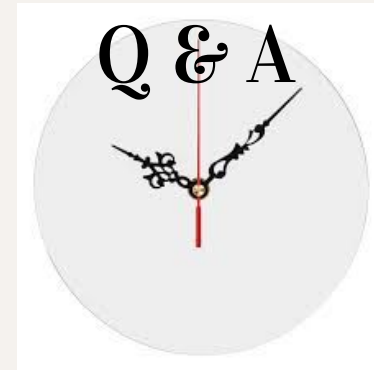## Orchard Mesa Middle School
Principal
Danny Medved

Central High School
Principal
Tracy Arledge

Grand River Virtual Academy
Principal
Steve States

And we've intentionally asked our school leaders to be brief so you can ask questions at the end

Clifton Elementary

Turnaround Plan	25/100 Points Earned

Year 1

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Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	25%	10/40	Does Not Meet
Academic Growth	25%	15/60	Does Not Meet

Major Improvement Strategy # 1

Tier 1: Planning and utilization of data for reading instruction

- All teachers will implement the new core resource to ensure instruction is at grade level
- Additionally, teachers will continue to utilize the STRIVE data systems to provide targeted instruction.

Reading Goals:
- Decrease Read Plans by 10%

- Increase student growth on CMAS by 16 points
- Increase student achievement on CMAS by 10 points

Action steps & agreements
1. Plan & teach foundational literacy skills
2. Use Strive grouping to respond to students' needs with foundational literacy skills
3. Progress monitor SRD students with DIBELS every 10 days
4. Identify students who can GORP by having the necessary data

1. Created a pacing calendar for instruction
2. Use planning protocol before starting the HMH unit & plan for I can statements and scaffolds
3. Create SMART goals to monitor growth
4. Begin using data cycles to plan re-teaches to address gaps

Major Improvement Strategy # 2

Tier 1: Planning and utilization of data for math instruction

- Teachers will utilize the Learning Community structure to backwards plan to meet grade level expectations
- Teachers will use data meetings to adjust and address student learning gaps and needs

Math Goals:

- Increase student growth on CMAS by 29 points
- Increase student achievement on CMAS by 10 points

Action steps & agreements

1. Backwards plan before teaching the unit
2. Train teachers on how to use Reflex and Dreambox strategically & then use them systematically
3. Begin using data cycles to plan re-teaches to address gaps

Fruitvale Elementary

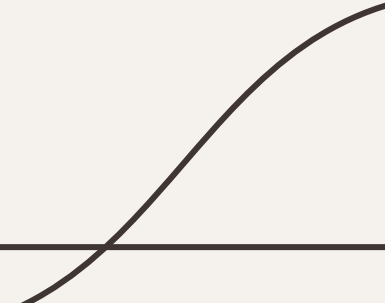| Priority Improvement Plan	39.4/100 Points Earned

Year 1

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Indicator Rating Totals

| Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	17.5/40	Approaching
Academic Growth	36.5%	21.9/60	Does Not Meet

Our staff is confident that they can equip students to make the **growth** necessary to perform at the Improvement or Performance level on our SPF in 2024. The following improvement strategies are being implemented.

- **AIM 1-**Transition from a Balanced Literacy Approach to a Science of Reading approach Tier 1-Tier 3 (Priority of Early Release PD and LC work)
    - Backwards Planning (One ½ day per quarter)
    - STRIVE Folder and Data LC's to address learning gaps
    - Aligned support from CLD, Special education, and interventionists to address growth gaps
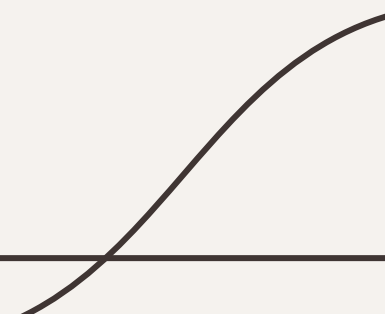
- **AIM 3-**Integrity of implementation of Bridges Math at Tier 1 and Tier 2
  - Ongoing data meetings to address gaps (at least two per quarter).
    - Emphasis on the reteach
    - Emphasis on specific standards
  - Backwards planning (LC's)
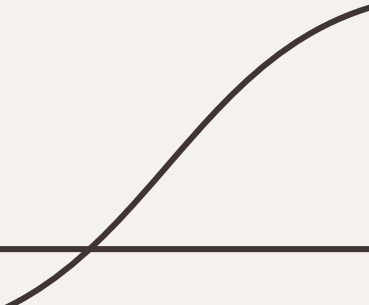
Nisley Elementary

Priority Improvement Plan	34.1/100 Points Earned

Year 4

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	34.8%	13.9/40	Does Not Meet
Academic Growth	33.7%	20.2/60	Does Not Meet

Major Improvement Strategy # 1

Tier 1 Instruction for Implementation of Into Reading

01	**Backwards Planning Protocol**	• Stage 1: Desired Results • Stage 2: Assessment Evidence • Stage 3: Planning
02	**Common Formative Assessments**	• Aligned to learning targets • Rigor to the standard • Common assessment practices
03	**Data Meetings**	• See it: Identify Successes in the Data • Name It: What gaps does the data show? • Do It: Plan for reteach (whole group or small group)

Leverage weekly PLC time for team planning & data meetings

Major Improvement Strategy # 3

Utilize assessment data to plan small group instruction to support Tier 1 instruction.

Flexible Groups from Data

+

Instructional Plans with Evidence Based Resources

→

- **Target specific learning needs of student**

- **Differentiate instruction to provide what students need at the right time**
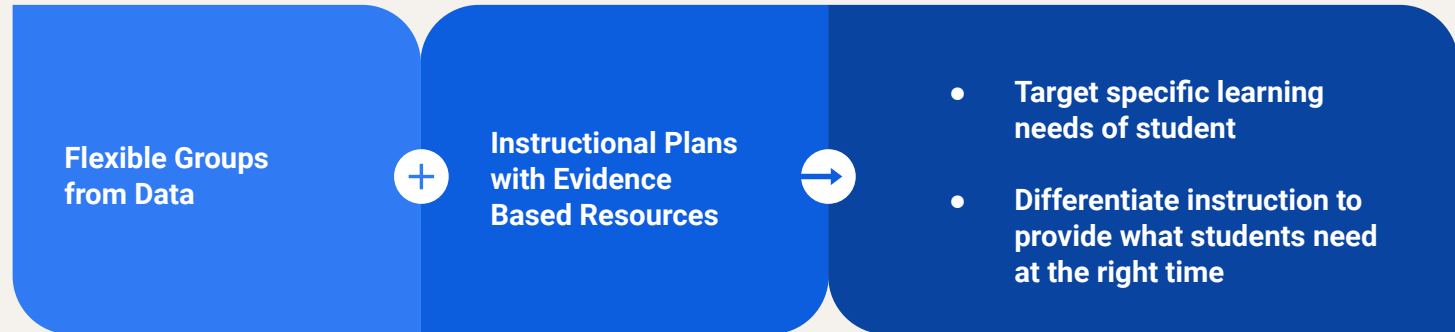
Small group instruction time in master schedule for both ELA and Math

Progress Monitoring
Implementation Benchmarks

MIS 1: Tier 1 Instruction- Into Reading	MIS 3: Small Group Instruction
Module Assessments NWEA Reading Projected RIT Classroom Walkthroughs Observation & Feedback Cycles	DIBELS 8 NWEA Classroom Walkthroughs Observation & Feedback Cycles

GMMS

Priority Improvement Plan	38.7/100
	Points Earned

Year 1

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	25%	10/40	Does Not Meet
Academic Growth	47.9%	28.7/60	Approaching

Major Improvement Strategy #1 ELA

Increase student reading achievement through best first instruction related to informational text.
- Learning Communities will focus on reading across the content areas
- Vocabulary development
- Data Informed Instruction
- Targeted Intervention with Lit+ classes

Major Improvement Strategy #1 MATH

Increase student math achievement through best first instruction related to grade level standards.
- Learning Communities will focus on math instruction and application across the content areas
- Fluency development
- Data Informed Instruction
- Targeted Intervention with Math+ classes

Preparing & Supporting Staff to Meet Major Improvement Strategy #1

We have an aligned and focused Professional Learning Plan that will support all teachers
- Learning Communities will focus on Best First Instruction
- Partnership with Engaging Schools to create engaged classrooms
- Instructional Coaching
- Data Informed Instruction
- Observation/Feedback Cycles

OMMS

Priority Improvement Plan	40.7/100 Points Earned

Year 1

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Indicator Rating Totals

| Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	17.5/40	Approaching
Academic Growth	38.6%	23.2/60	Approaching

| Priority Performance Challenges	Contributing Root Causes
Varied and below average **student growth** (34 MGP) across content areas, grade levels, and diverse groups (FRL, SPED, Minority)	-Variable planning and instruction -DII cycle initially established, but not consistently in place/ aligned across all teams and classrooms -Student engagement/ testing environment
Low student achievement outcomes in Math and ELA	-Varied planning and instructional design to support student accountability for and mastery of grade level standards (ex. Ensuring explicit instruction and student opportunities to respond) -Student engagement/ testing environment

Aim 1: Major Improvement Strategies

Establish Effective Lesson Planning
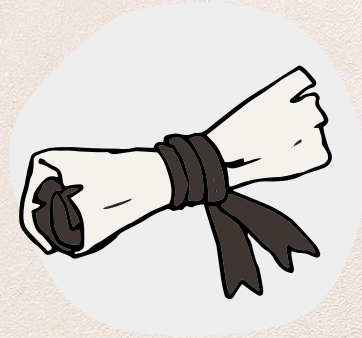
Refine Data Informed Instruction
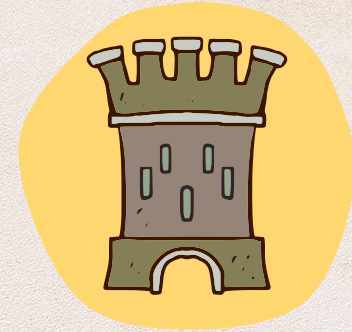
School-wide Reading and Writing Strategies + Targeted Math and Literacy Interventions

Aim 1: Major Improvement Strategies

Q1-2: Establish Consistent and Explicit Planning and Instructional Practices Linked to Grade Level Standards

Lesson Essential Elements*

- **Intentional Entry Routine**
- **Standards Aligned Learning Target**
- **Explicit "I Do" teacher model**
- **Learning Target Aligned Exit Slip**

*provide foundation for effective DII
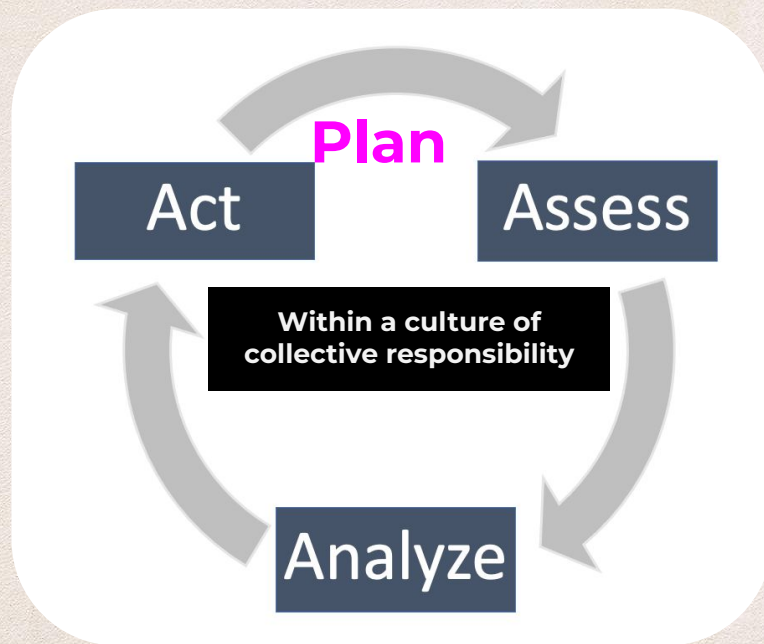**Admin and coach reinforce and support via observation/ feedback cycles

Aim 1: Major Improvement Strategies
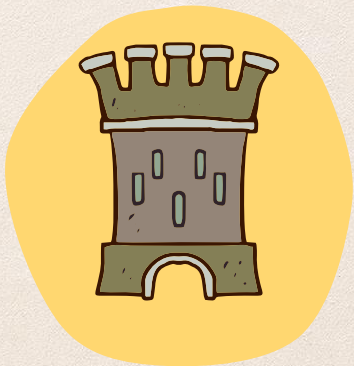
From Planning to Data Informed Instruction

Q2-4: Establish DII Cycle linked to lessons, units, and IAs

Plan
Act
Assess
Within a culture of collective responsibility
Analyze

Aim 1: Major Improvement Strategies

Q1-4:
School-wide Reading and Writing Strategies
AND
Targeted Math and Reading Interventions

School-wide to Targeted Tier 2 Supports

Targeted Academic Interventions
- Read 180 Reading Intervention
- Targeted Math Tutoring Partnerships

School-Wide Literacy Practices
- Knights Annotation strategy
- Knights Written Response strategy

Central HS

Priority Improvement Plan: Decreased due to Participation	50.9/100 Points Earned

Year 2

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Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	44.8%	13.4/30	Approaching
Academic Growth	50%	20/40	Approaching
Postsecondary & Workforce Readiness	58.2%	17.5/30	Approaching

Assurances

	Rating
Accountability Participation Rate	Does Not Meet 95%

CHS FALL 2023-PHASE 1

September through November

- Clean up all student records and identify students who may be counted toward testing, but who may have not come in to withdraw yet.
- As we move through Attendance Plans, Attendance Meetings, and Truancy cases, we will discuss testing options with parents when meeting about students with attendance lower than 50%.

CHS SPRING 2024-PHASE 2

January and February

- Provide information to parents at the February P/T conferences about why we believe testing is important, but also provide parent refusal forms if parents still choose that option.
- Continue to monitor our list of students expected to test to make sure we have a plan for each student on the list.

CHS SPRING 2024-PHASE 3

March and April

- During our planned Boot Camp the week after spring break, we will identify students who do not plan to test and follow up with them regarding the parent refusal process.
- After the initial test date, and before the MAKE-UP date, identify any students who did not show up for testing and who had not completed opt out forms. Contact those students and find out the reason for the no-show, and discuss with parents the need to have the student present for testing or parent refusal option. This contact will include phone calls, emails, and home visits if necessary.

Grand River Academy

Plan Type	Official Rating based on Multi-Year SPF Report
Priority Improvement Plan: Decreased due to Participation	50.8/100 Points Earned

Year 1

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Performance **50.8%**

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	50.9%	15.3/30	Approaching
Academic Growth	58%	23.2/40	Approaching
Postsecondary & Workforce Readiness	41.1%	12.3/30	Approaching

Assurances

	Rating
Accountability Participation Rate	Does Not Meet 95%

Grand River Academy- Fall

- Conduct an informational campaign. Include benefits of testing for students and families. In addition, we would provide information on the benefits of testing for planning and accountability purposes.
- Look at student records to find out who is enrolled and expected to participate in the state assessments.

Informational Campaign Throughout the Year

- Information on testing in newsletters/emails.
- Teachers will discuss how testing benefits students in advisory.
- Testing benefits will be discussed in SAC meetings.
- A page on our website will be dedicated to the importance of testing and impacts to the school and students. This includes links to the district assessment webpage.

Grand River Academy

Grand River Academy- Winter

- **At February 1st Parent/Teacher Conferences we will share why testing is beneficial to the student and how it helps with accountability for the school.**
- **At April 4th Parent/Teacher Conferences we will identify those students who have not begun testing (CMAS). We will make sure we provide those parents with information on testing and makeup testing or parent refusal form should they make that choice.**

GRA
Grand River Academy

Grand River Academy- Spring

- **When testing begins and before makeup testing begins we will contact parents of student who haven't tested to provide information about makeups or to ask them to complete the parent refusal form.**
- **Continued informational campaign throughout the school year.**

Thanks to our Principals for leading this work in their schools!

Questions/Dialogue?

Q & A
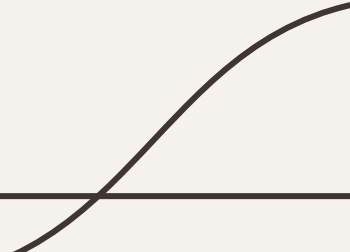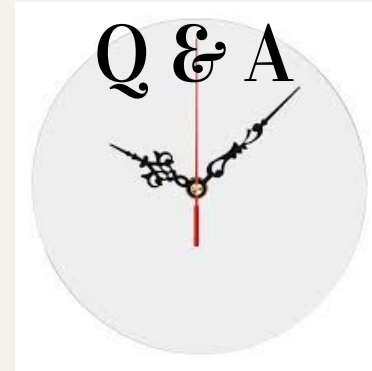
Accountability Clock Process

Presentation to the Mesa County Valley 51 School Board

Andy Swanson
Director, Accountability
Pathways

Jenny Hinkle
School Transformation
Specialist

Overview

- Provide an overview of the accountability process
- Provide an overview for next steps for Nisley Elementary

Accountability Framework Overview

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools 30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools 40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools

40%

60%

High Schools & Districts

30%

30%

40%
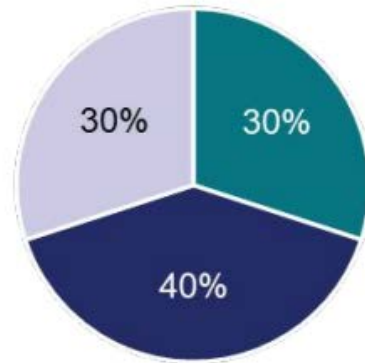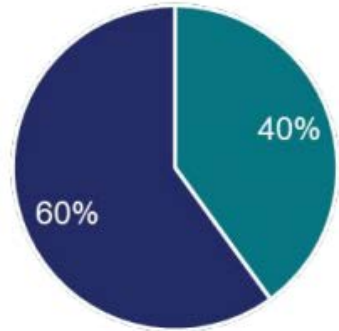
Ratings/School Plan Types

Performance Plan

Improvement Plan

Priority Improvement Plan

Turnaround Plan

Insufficient State Data: Small Tested Population

Insufficient State Data: Low Participation

Accountability Key Background Knowledge

- **On the Clock** = Earned when a school/district receives a rating of Priority Improvement or Turnaround

- **"Off the Clock"**, when school/district sustains Improvement status or higher for two consecutive years

- Schools/Districts with on the clock status are **eligible for EASI grants** to support improvement work at different stages

- **5 Consecutive Years "On the Clock"** requires that a school/district come before the State Board of Education→ at this hearing, the State Board of Education will direct **one of five** potential "Pathways" for improvement

Overview of Mesa County Valley 51 Frameworks

Mesa 51 received a rating of ==Improvement==

School Ratings:

SPF Rating	Number of Schools 2023
Performance	26
Improvement	6
Priority Improvement	7
Turnaround	1
Insufficient State Data	3

Mesa 51 has 8 schools currently on the accountability clock

School	Rating - Clock Status
Central High School	Priority Improvement Year 2
Clifton Elementary	Turnaround Year 1
Fruitvale Elementary	Priority Improvement Year 1
Grand Mesa Middle School	Priority Improvement Year 1
Grand River Academy	Priority Improvement Year 1
Nisley Elementary	Priority Improvement Year 4
Orchard Mesa Middle School	Priority Improvement Year 1
Thunder Mountain Elementary*	Priority Improvement Year 1

Accountability Clock Process
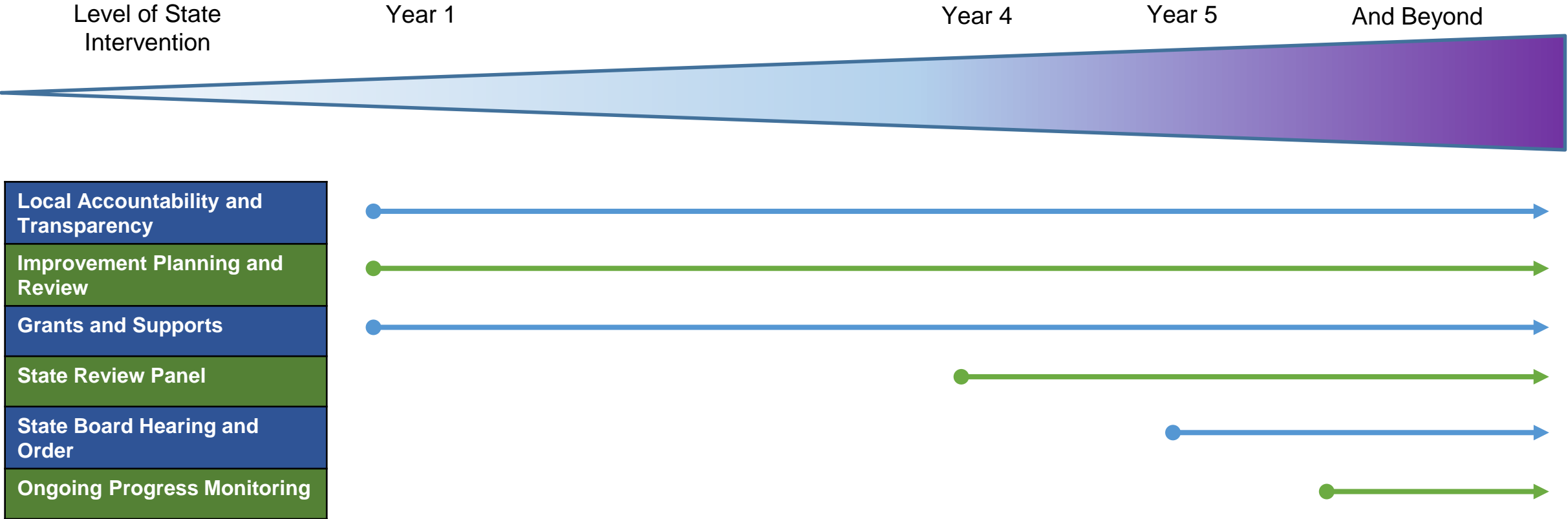
Nisley Elementary School Update

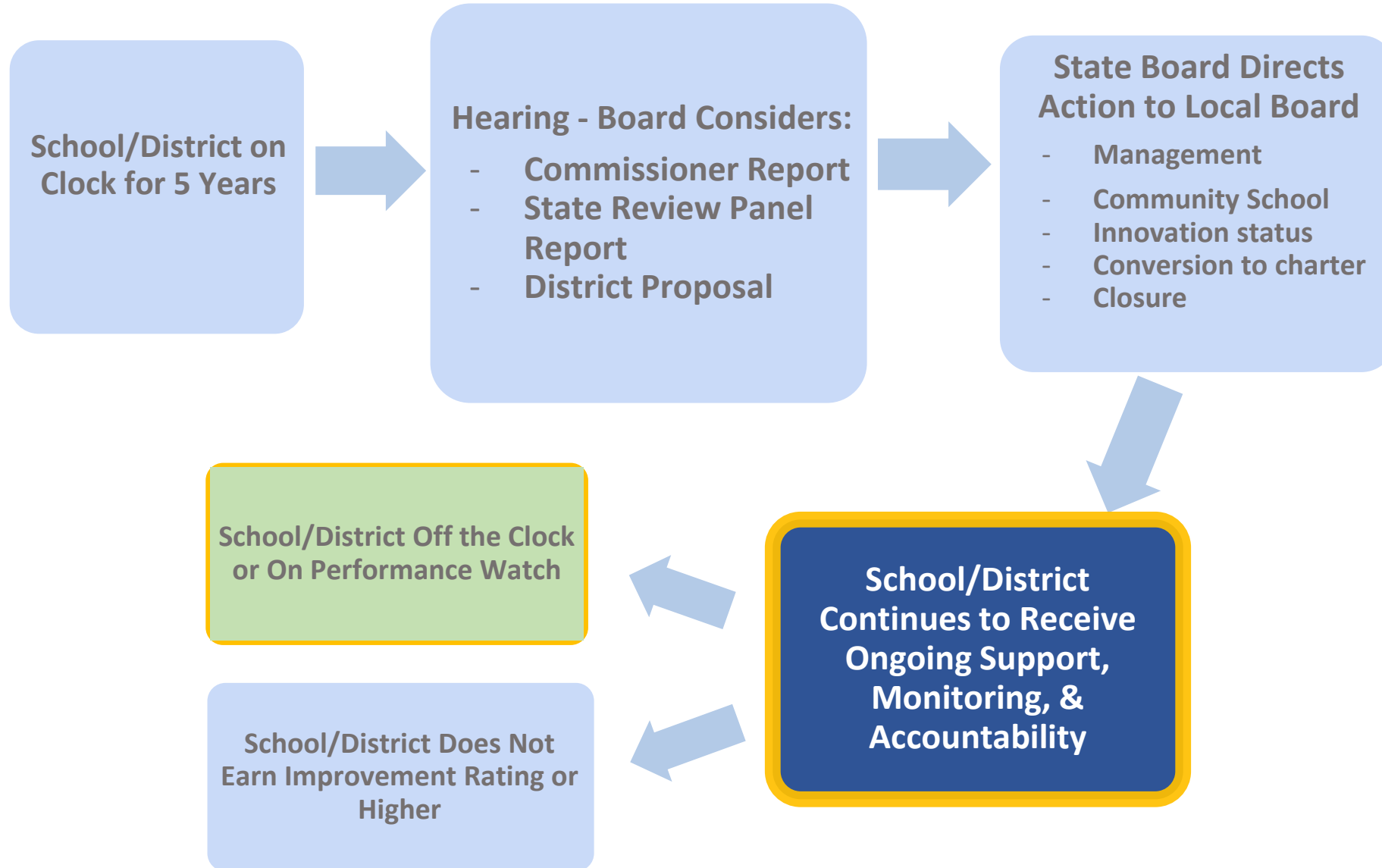# Where is Nisley Elementary School on the Accountability Clock?

2017	2018	2019	2020	2021	2022	2023
Priority Improvement Year 1	Priority Improvement Year 2	Priority Improvement Year 3	Paused due to COVID-19 Pandemic		Improvement *Year 3 On Watch	Priority Improvement Year 4

2020/2021 - Performance Frameworks completely paused

2022 - School Performance did not move schools/districts forward on the "Accountability Clock" unless there was a request to reconsider

2023 - The "Accountability Clock" resumed to normal operations

Accountability Clock Background

School/District on Clock for 5 Years

→

Hearing - Board Considers:
- Commissioner Report
- State Review Panel Report
- District Proposal

→

State Board Directs Action to Local Board
- Management
- Community School
- Innovation status
- Conversion to charter
- Closure

↓

School/District Continues to Receive Ongoing Support, Monitoring, & Accountability

→ School/District Off the Clock or On Performance Watch

→ School/District Does Not Earn Improvement Rating or Higher

Overview of Possible Accountability Pathways: Year 5 Hearings

District-Run School Actions

| Management by a Public/Private Entity |
| Innovation Status |
| School Closure |
| Conversion to a Charter School |
| Conversion to a Community School |

State Review Panel | Overview

The Panel is comprised of Colorado education experts that are tasked with providing CDE and the district with information evaluating implementation of the plan.

The Panel will engage in the following to evaluate implementation progress:
- Review available documents (e.g., UIP, 90 day plan, interim data)
- Conduct a 2-day site visit to interact with school and district staff and the community through interviews, focus groups, and classroom visits.

The report culminates in a recommendation for one of the statutory pathways (e.g. Innovation, Charter, Closure, Management)

State Review Panel | Criteria

Based on its critical evaluation, the SRP shall report to the Commissioner information concerning the following six (6) criteria:

Not Effective:	🟥
Developing:	🟧
Effective:	🟨
Highly Effective	🟩

Whether **leadership** is adequate to implement change to improve results.
Whether the **infrastructure** is adequate to support school improvement.
The readiness and apparent capacity of personnel to **plan effectively and lead the implementation of appropriate actions** to improve student academic performance within the school or district.
The readiness and apparent capacity of personnel to **engage productively with and benefit from the assistance provided by an external partner**.
The **likelihood of positive returns** on state investments of assistance and support to improve the performance within the current management structure and staffing.
The **necessity that the public school/district remain in operation** to serve students.

Next Steps

- Work with school and district leadership to develop a strong improvement plan for Nisley ES for the 2023-2024 school year
- Start researching and planning for possible pathways for Nisley Elementary that meets the needs of the school and the district.

Overview of CDE Supports

Grant Supports (EASI)

- Grant funding and supports are available through the Empowering Action for School Improvement application for any state or federally identified schools

CDE Supports

- Designated Support Lead

- Improvement Planning Support

- Prioritized Technical Assistance

- Accountability Process Support

CDE Contact Information

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Hinkle_Jennifer@cde.state.co.us

For more information about performance frameworks, contact: accountability@cde.state.co.us

For more information about the UIP submission and online system, contact: uiphelp@cde.state.co.us

Questions?