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## **The Academy Board of Directors**

*Executive Work Session  
Monday, September 26, 2022  
5:30 – 6:55pm*

### Agenda

Monthly Board Communications Review 15 Minutes

*Expectation: Each month, Board members will acknowledge and discuss any community feedback or complaints that have been received since the last meeting.*

Monthly Policy Review 20 Minutes

*Expectation: Each month, the Board will review one Academy policy for potential updates. This month, the Board will review the CEO Evaluation Policy.*

October Meeting 10 Minutes

*Expectation: Board members will identify any specific requests for information from Principals in the October presentation on progress with Annual Work Plans.*

Governance Work Plan 40 Minutes

*Expectation: The Board will confirm its Governance Work Plan for the 2022-23 school year and identify specific action steps with associated completion dates.*



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## The Academy Board of Directors

*Board Meeting  
Monday, September 26, 2022*

*7:00pm*

### Agenda

Consent Agenda	
Moved by	
2 <sup>nd</sup> By	
Action	

Y/N/P/A	Name
	Drewlow, S
	Klenjoski, D
	Coffee, A.
	Sanchez, K
	McDuffee, A
	Fransua, L
	Hamele, S

#### I. Open Meeting

The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion. With this in mind, the Board of Directors welcomes all members of our community to this meeting and invites each person to begin our time together in whatever way will help ground you for thoughtful and productive discussion - a few deep breaths, a prayer, a moment to organize your thoughts, or whatever meets your needs.

#### II. Consent Agenda

- a. Approve Agenda
- b. Approval of [August 29, 2022](#), minutes

#### III. Public Comment

*The chairperson will recognize anyone who signs the request form before the meeting time. Public comment and input shall be limited to fifteen minutes total, ten minutes per topic, and 2 minutes per speaker. Neither Board members nor Academy staff is obligated to respond to comments or input. The Board will provide written responses as deemed appropriate.*

#### IV. Reports from Directors, Principals, and Committees

- a. [CEO Report](#) – *Expectation: CEO will update the Board on the start of the new school year as well as progress toward strategic goals.*

- b. Committee Reports – *Expectation: Committee Chairs will update the board on progress with each committee.*
  - i. [Finance](#) – See attached meeting minutes
  - ii. [SACademic](#) – See attached meeting minutes
  - iii. PTO – No PTO meeting this month

V. Presentation and Discussion

- a. [2022 School Performance Framework](#) – *Expectation: The Board will review The Academy’s most recent report card from the Colorado Department of Education.*
- b. [2022-23 Unified Improvement Plan](#) - *Expectation: The Board will review the final draft of The Academy 22-23 UIP.*
- c. Work Session Summary – *Expectation: The Board Chair will summarize the topics discussed during the work session prior to this formal meeting.*

VI. Executive Summary

- a. No agenda items this month.

VII. Board Meeting Self-Scoring – *Expectation: The board will self-score their performance for the meeting according to preset criteria.*

Scoring Rubric	
1	Unsatisfactory
2	Satisfactory, looking for significant Improvement
3	Satisfactory, improving but still below expectations
4	Efficient meeting, meets expectations

    /4

VIII. Adjourn Meeting

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Board of Directors  
Board Meeting Minutes  
Friday, August 29, 2022

Board Members Present:

Kevin Sanchez	Chairperson
Sarah Drewlow	Vice Chairperson
Dan Klenjoski	Board Member
Autumn Coffee	Secretary
Larissa Fransua	Board Member
Amy McDuffee	Board Member

Also Present:

Brent Reckman	CEO
Mark Wilson	COO
Andrea Foust	Finance Director

Minutes of the regular board meeting of The Academy held at 11800 Lowell Blvd, Westminster, CO 80031 in Adams County on August 29, 2022.

I. Open Meeting

A quorum being present, Mr. Sanchez called the meeting to order at 7:10 pm

II. Consent Agenda

Mrs. Fransua moved to approve the July 22, 2022, minutes. Seconded by Mr. Klenjoski.

Discussion: None

Ayes: Sanchez, Klenjoski, Coffee, Fransua, Drewlow, McDuffee

Nays: None

III. Public Comment

a. There was no public comment this month.

IV. Reports from Directors and Committees

a. CEO Report

i. Pandemic Update – Because we are now under a routine model of disease control, I will not continue with pandemic updates throughout the year.

ii. Strategic Initiative – This will be an ongoing process throughout the year.

b. Finance Report – No update this month; the first meeting will be in September.

c. SACademic Committee – No meeting this month; we will meet in September.

d. PTO – No meeting this month

e. Futures Committee –

i. The committee met during in service just to kick off the year. Several items were presented as areas to consider.

- ii. The board toured the facility both inside and out to gain general information regarding the building.

V. Presentation and Discussion

- a. Annual Scorecard
  - i. Each principal has measurable goals to work toward throughout the year.
  - ii. We will add graduation goals as well as SAT information.
- b. Student Data Security Policy – this is a policy we vote on every year; there are no changes.
- c. “Class of” Accounts – In the past any money remaining in these accounts would be transferred into the general fund. We are recommending that the balance be put back into something that directly affects our students, such as StuCo or graduation.

VI. Executive Session

- a. Mr. Sanchez made a motion to accept the Student Data Security Policy. Mrs. Drewlow seconded the motion.

Discussion:	None
Ayes:	Sanchez, Klenjoski, Coffee, Fransua, Drewlow, McDuffee
Nays:	None

- b. Mr. Sanchez made a motion to accept the “Class of” Accounts as presented. Mrs. Fransua seconded the motion.

Discussion:	None
Ayes:	Sanchez, Klenjoski, Coffee, Fransua, Drewlow, McDuffee
Nays:	None

VII. Adjourn Meeting

Mr. Sanchez adjourned the meeting at 8:25 pm.

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## **CEO Board Report – September 2022 Meeting**

### **Strategic Initiatives Update**

*Expectation: Share information about ongoing implementation of initiatives in support of The Academy's 5-year Strategic Plan.*

Principals presented their 2022-23 Annual Work Plans to the Board at the July Retreat. The Board finalized the 2022-23 Bi-Annual Scorecard at the August meeting. Principals will present on their beginning-of-year data at the annual Fall Data Presentation in October.

### **Futures Committee Update**

*Expectation: Share information about ongoing implementation development of a Facilities Master Plan.*

In August, the committee heard a presentation from our design partners at HCM Architects. They summarized the feedback they collected at the first meeting back in May as well as their instructional walkthrough of the building with Principals and the site evaluation that took place over the summer with a range of experts including HVAC, electrical, structural, etc. Based on all of this information, they put together an initial proposal for ways in which future facilities development could meet the wide range of needs outlined. It was exciting to see some sample renderings, and the committee asked a lot of really good questions!

As part of that conversation, the committee gave feedback that it will be important to clearly outline the financial, physical, timeline, and other practical constraints involved before any of us can effectively process and prioritize HCM's initial ideas. With this in mind, the next steps will be:

- The COO will compile a detailed list of current/short term needs (e.g., fixing broken playground equipment, replacing failing HVAC units, etc.) and associated costs;
- The CEO, COO, and Finance Director will refine our multi-year budget projections to ensure we are accurately and conservatively planning for these current/short term needs as well as the costs associated with maintaining our new salary schedule;

- The CEO will work with HCM to organize their proposed ideas into more discrete chunks and coordinate with a builder to get general cost estimates for each along with rough timelines for completing those projects; and
- The COO will connect with The Academy's external financial advisor to better understand our options for accessing additional funding.

Once we've taken these steps, we'll schedule the next Futures Committee meeting to present updated information, collect feedback, and determine next steps.

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## **Finance & Operations Board Report, September 2022**

**Members Present:** Dan Klenjoski, Irina Szafranski, Jennifer Halford, Sarah Gramarossa, Andrea Foust, Mark Wilson, Brent Reckman.

### **Introductions (10 minutes)**

*Expectation: Review norms and introduce committee responsibilities for upcoming year.*

Discussed outline for this year's team and members introduced themselves to the group. Agreement was shared about responsibilities across the group to ensure there is clear understanding and ability for true sustainability. Committee responsibilities including regular review of financials, supporting the school's strategic direction, long-term planning needs as well as audit responsibilities were shared and agreed upon.

### **Budget Discussions (15 minutes)**

*Expectation: COO will update on budget process and outline revenue and expenditure considerations for the year.*

Alongside our regular budget timeline, focus areas from the summer months were discussed and shared e.g. assessing budget needs line-by-line, SDS budget alignment and prioritizing Futures Committee feedback. The following objective was shared: 'Establish a budget that continues to maximize performance in strategic goals, analyses costs, remains responsive and prioritizes future investments.'

Key elements of the above include safety, instructional programming, staff salaries and benefits, facility excellence and technology investments. Enrollment is around 1832, below the 1845 we budgeted at. We are following up with prospective families to try to increase as much as possible before student count on October 3rd. We have continued our work to fully load the complete budget into our SDS system, which maintains our ability to monitor ongoing costs in real time. All Financial Transparency elements are currently met, with all external audit fieldwork completed. We are due the final audit any time now and anticipate no issues in meeting our submission deadlines with CSI.

### **Financial Report Review (15 minutes)**

*Expectation: Financial report sent out in advance. Review and discuss current position.*

Jul 2022-Aug 2022						
	Budgeted Student Enrollment = 1845					
			Current Year - FY2023			
Acct	Account	August	FY 2023 YTD	FY2023 Budget	YTD % of Budget	FY2023 Expected End of Year
<b>Revenue</b>						
1500	Earnings on Investments	\$4,351.78	\$7,524.63	\$6,000.00	125.4%	\$6,000.00
1600	Food Services	\$32,760.71	\$55,158.19	\$375,000.00	14.7%	\$375,000.00
1700	Pupil Activities	\$69,800.08	\$151,459.96	\$650,000.00	23.3%	\$650,000.00
1800	Community Services Activities	\$75,382.10	\$128,182.10	\$738,400.00	17.4%	\$738,400.00
1900	Other Local Sources	\$102,619.80	\$168,429.15	\$275,000.00	61.2%	\$275,000.00
3000	Revenue from State Sources	\$56,554.06	\$56,554.06	\$1,039,242.48	5.4%	\$1,039,242.48
3100	Categorical Revenue	\$0.00	\$0.00	\$280,732.04	0.0%	\$280,732.04
3200	Adjustments to Categorical Revenue	\$0.00	\$0.00	\$2,968.00		\$2,968.00
3900	Other Revenue From State Sources	\$151,125.79	\$295,653.58	\$2,094,734.66	14.1%	\$2,094,734.66
5200	Interfund Transfers	\$0.00	\$400.00	\$0.00		\$0.00
5600	Direct Allocations	\$1,466,801.51	\$2,933,603.02	\$17,189,217.37	17.1%	\$17,189,217.37
11	<b>Total Revenue</b>	<b>\$1,959,395.83</b>	<b>\$3,796,964.69</b>	<b>\$22,651,294.55</b>	<b>16.8%</b>	<b>\$22,651,294.55</b>
<b>Expenditure Summary</b>						
		August	FY 2023 YTD	FY2023 Budget	YTD % of Budget	FY2023 Expected End of Year
0100	Total Salaries	\$552,117.35	\$855,349.96	10,851,233.00	7.9%	10,851,233.00
0200	Total Benefits	\$214,205.40	\$385,368.13	4,323,085.80	8.9%	4,323,085.80
0300-0500	Total Purchased Svcs	\$358,768.03	\$672,888.09	4,875,958.62	13.8%	4,875,958.62
0600	Total Supplies	\$64,360.83	\$342,177.46	1,720,285.80	19.9%	1,720,285.80
0700	Total Property	\$107,523.90	\$111,441.18	75,000.00	148.6%	75,000.00
0800	Total Fees/Pupil Activities	\$16,688.83	\$51,627.15	713,800.00	7.2%	713,800.00
0900	Total Other Uses	\$0.00	\$0.00	\$0.00	0.0%	\$0.00
	<b>Total Expenditures</b>	<b>\$1,313,664.34</b>	<b>\$2,418,851.97</b>	<b>\$22,559,363.22</b>	<b>10.7%</b>	<b>\$22,559,363.22</b>
	Salary Accrual Adj.		\$161,166.67			
	<b>Net Profit (loss)</b>	<b>\$645,731.49</b>	<b>\$1,216,946.05</b>	<b>\$91,931.33</b>		<b>\$91,931.33</b>
	Board Approved Beg. Fund Balance Use			\$600,000.00		\$600,000.00
	<b>Budgeted Margin</b>			<b>\$691,931.33</b>		<b>\$691,931.33</b>
	<b>Beginning Fund Balance</b>			<b>\$8,136,836.83</b>		<b>\$8,136,836.83</b>
	<b>Est. Ending Fund Balance</b>			<b>\$7,628,768.16</b>		<b>\$7,628,768.16</b>

Report sent out in advance. Committee reviewed format, current position and the more highly impactful lines ahead of our work this year. Trends were discussed in regards to fund balance increases as well as the investments we have made in salary and benefits. There was a reminder that we are currently approved to use 600K of fund balance as part of our facility upgrading efforts. Additionally, it was noted that:

- Food Services would cease in providing free meals in 22/23 and have been set for a 'normal' year of revenue and expenditure
- A full salaries and benefits will be available next month once accruals have settled

- Supplies and Purchased Service budgets have all been set for a 'normal' year

## 22/23 Strategic Goals (10 minutes)

*Expectation: COO to present strategic goals for upcoming year. Gain feedback and input.*

A reminder was provided on our finance strategic goals and related directly to the work we have already started e.g. salary schedules, CDE facility report, staff demographic data. Current plans to lay out short, medium and long term facility goals were shared and related to the work the Finance Committee, Board and Futures Committee will be undertaking this year.

## FINANCE

### STRATEGIC GOALS

Financially support a high quality staff capable of progressing The Academy's strategic goals

Financially support high quality facilities capable of progressing The Academy's strategic goals

### KEY PERFORMANCE INDICATORS

Base pay rates for all staff will be equal or greater than that of local school comparisons and returning staff will receive annual pay increases tied to Per Pupil Revenue and performance

Staff demographics will more closely resemble student demographics

Finance team will produce a report twice per academic year to review status and priorities in facility improvement

Finance team will complete an annual review of facility costs to ensure quality of service and return on investments

## Self-Evaluation (5 minutes)

*Expectation: Finance Committee members discuss the meeting and provide feedback to COO to improve the processes and meeting efficiency moving forward.*

Committee self-rated at 4.

**Next Meeting: 13 Oct., 2022**

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# SACademic Committee

## September 2022 Agenda & Meeting Minutes

### **"Pursuing Truth, Wisdom, Excellence"**

*Mission Statement: The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.*

Scoring Rubric	
1	Unsatisfactory
2	Complete, looking for significant improvement
3	Complete, improving but still below expectations
4	Complete, meets expectations

#### **Members**

Brent Reckman,  
Harkness,  
Timothy Fifer, Kristen Will, Dan Gramarossa

#### **Present:**

Kristen  
Stephanie Bean,

#### **1. Welcome and Review Protocols**

*Expectation: All committee members will start the meeting together with focus.*

##### Meeting Protocols

- Start on time; end on time
- Members arrive prepared
- Technology for meeting use
- No sidebar conversations
- Focus eyes, ears, and heart on speaker and topic

**Notes:** n/a

#### **2. Review 2022-23 Unified Improvement Plan Draft**

*Expectation: Committee members will review the draft UIP and provide feedback to shape The Academy's final submission.*

- UIP Process from a 10,000' Level
  - What questions does the committee have about the purpose of a UIP?
  - What questions does the committee have about The Academy's process for drafting the UIP?
  - What questions does the committee have about how the UIP is used after it is written and submitted?
- Current Performance
  - What questions does the committee have about the analysis of The Academy's current performance?

- What feedback does the committee have for the final draft of the current performance section?
- Priority Performance Challenges
  - What questions does the committee have about the identification of The Academy's priority performance challenges?
  - What feedback does the committee have for the final draft of the priority performance challenges section?
- Major Improvement Strategies
  - What questions does the committee have about the approach to The Academy's major improvement strategies?
  - What feedback does the committee have for the final draft of the major improvement strategies section?
- Target Setting
  - What questions does the committee have about the selection of The Academy's targets for improvement?
  - What feedback does the committee have for the final draft of the target setting section?

**Notes:** No major questions from the committee. The contents of the 2022 School Performance Framework matched the group's expectations based on internal data from last spring. CMAS, PSAT, and SAT scores confirm the priority performance challenges already identified in the draft UIP.

### 3. Self-Assessment

*Expectation: The committee will self-assess on the effectiveness of today's meeting.*

**Notes:** The committee rated its performance at this meeting as a "4." The committee made the following recommendations for future improvement planning cycles:

- Collect more comprehensive input from school staff;
- Identify a middle school staff member to participate on the committee;
- Ask Principals to share data dialogues to inform the committee's work; and
- Explicitly tie major improvement strategies to the school's strategic plan.

**Next Meeting: October 10, 2022**

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## 2022 Preliminary Transitional Performance Framework

0015: Academy of Charter Schools | 8001: Charter School Institute

Grade Levels: EMH - (1 Year)

### Plan Type Official Rating based on 1-Year SPF Report

#### Performance Plan: Low Participation

**66.8/100**  
Points Earned

**66.8%**

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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	63.2%	19.0/30	Meets
Academic Growth	55.9%	22.4/40	Approaching
Postsecondary & Workforce Readiness	84.8%	25.4/30	Meets

#### Assurances

Assurance	Rating
Accountability Participation Rate	Meets 95%

#### Test Participation Rates\*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	1,245	1,050	84.3%	161	96.9%	Meets 95%
Math	1,245	1,035	83.1%	170	96.3%	Meets 95%
Science	413	211	51.1%	198	98.1%	Meets 95%

#### Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	68.8%	27.5/40	Meets	61.4%	Performance
	Academic Growth	56.5%	33.9/60	Approaching		
Middle	Academic Achievement	66.7%	26.7/40	Meets	55.9%	Performance
	Academic Growth	48.7%	29.2/60	Approaching		
High	Academic Achievement	54.2%	16.3/30	Approaching	66.3%	Performance
	Academic Growth	61.4%	24.6/40	Approaching		
	Postsecondary & Workforce Readiness	84.8%	25.4/30	Meets		

(-) No Reportable Data

(\*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

(^\*) For 2022, districts and schools retain their performance watch status from 2019.

## 2022 Preliminary Transitional Performance Framework

**0015: Academy of Charter Schools | 8001: Charter School Institute**

Elementary School - (1-Year)

### ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	406	95.5%	751.0	77	6.00/8	Meets
	Previously Identified for READ Plan	35	85.4%	703.5	-	0.00/0	-
	English Learners	30	96.8%	739.0	48	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	88	93.6%	741.4	54	0.75/1	Meets
	Minority Students	165	94.8%	748.9	71	0.75/1	Meets
	Students with Disabilities	32	91.4%	712.8	3	0.25/1	Does Not Meet
CMAS - Math	All Students	403	94.8%	744.7	72	6.00/8	Meets
	English Learners	30	96.8%	732.4	45	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	86	91.5%	734.6	50	0.75/1	Meets
	Minority Students	164	94.3%	742.4	67	0.75/1	Meets
	Students with Disabilities	32	91.4%	716.9	11	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	16.50/24	Meets

### ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	119	81.5%	44.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	27	81.8%	41.0	0.50/1	Approaching
	Minority Students	50	80.6%	41.5	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	108	79.4%	45.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	41	74.5%	40.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	26	-	59.5	1.50/2	Meets
	On Track to EL Proficiency	26	-	76.9%	2.00/2	Exceeds
TOTAL	TOTAL	*	-	*	13.00/23	Approaching

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

**0015: Academy of Charter Schools | 8001: Charter School Institute**

Middle School - (1-Year)

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	295	69.8%	744.4	61	6.00/8	Meets
	English Learners	20	54.1%	736.7	42	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	57	62.6%	731.0	28	0.50/1	Approaching
	Minority Students	113	63.7%	742.8	56	0.75/1	Meets
	Students with Disabilities	23	61.5%	704.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	283	67.0%	732.1	52	6.00/8	Meets
	English Learners	18	48.6%	733.6	58	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	53	58.2%	724.5	32	0.50/1	Approaching
	Minority Students	107	60.3%	728.3	42	0.50/1	Approaching
	Students with Disabilities	19	51.3%	698.4	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	16.00/24	Meets

**ACADEMIC GROWTH**

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	156	55.5%	38.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	27	46.6%	38.0	0.50/1	Approaching
	Minority Students	54	50.5%	39.5	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	69	48.9%	41.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	31	44.3%	33.0	0.25/1	Does Not Meet
	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	*	-	*	9.25/19	Approaching

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2021-22.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

**0015: Academy of Charter Schools | 8001: Charter School Institute**

High School - (1-Year)

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Base Reading & Writing	All Students	226	87.7%	471.1	59	6.00/8	Meets
	English Learners	21	65.6%	405.2	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	50	83.6%	431.4	20	0.50/1	Approaching
	Minority Students	98	83.8%	443.2	29	0.50/1	Approaching
	Students with Disabilities	18	90.0%	363.3	1	0.25/1	Does Not Meet
Colorado PSAT - Math	All Students	226	87.7%	440.8	43	4.00/8	Approaching
	English Learners	21	65.6%	384.3	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	50	83.6%	417.0	18	0.50/1	Approaching
	Minority Students	98	83.8%	422.7	22	0.50/1	Approaching
	Students with Disabilities	18	90.0%	351.7	1	0.25/1	Does Not Meet
<b>TOTAL</b>	<b>TOTAL</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>13.00/24</b>	<b>Approaching</b>

**ACADEMIC GROWTH**

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence Base Reading & Writing	All Students	189	72.1%	54.0	6.00/8	Meets
	English Learners	21	65.6%	60.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	46	75.4%	39.5	0.50/1	Approaching
	Minority Students	91	75.2%	48.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
Colorado PSAT/SAT - Math	All Students	260	65.7%	49.0	4.00/8	Approaching
	English Learners	28	58.3%	41.5	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	61	65.8%	49.0	0.50/1	Approaching
	Minority Students	121	66.1%	52.0	0.75/1	Meets
	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	-
<b>TOTAL</b>	<b>TOTAL</b>	<b>*</b>	<b>-</b>	<b>*</b>	<b>13.50/22</b>	<b>Approaching</b>

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

**POSTSECONDARY AND WORKFORCE READINESS**

Subject	Student Group	Count	Best Rate	Mean Score/Rate	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	120	*	518.5	88.2%	3.00/4	Meets
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	30	*	486.3	93.8%	0.50/1	Approaching
	Minority Students	59	*	493.9	89.4%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Colorado SAT - Math	All Students	120	*	484.4	88.2%	2.00/4	Approaching
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	30	*	475.3	93.8%	0.50/1	Approaching
	Minority Students	59	*	475.3	89.4%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	616	*	0.3%	*	8.00/8	Exceeds
	English Learners	41	*	0.0%	*	2.00/2	Exceeds
	Free/Reduced-Price Lunch Eligible	173	*	0.6%	*	1.50/2	Meets
	Minority Students	281	*	0.4%	*	2.00/2	Exceeds
	Students with Disabilities	36	*	0.0%	*	2.00/2	Exceeds
Matriculation Rate	All Students	127	*	66.1%	*	3.00/4	Meets
	2-Year Higher Education Institution	*	*	13.4%	*	0.00/0	-
	4-Year Higher Education Institution	*	*	48.0%	*	0.00/0	-
	Career & Technical Education	*	*	6.3%	*	0.00/0	-
	MILITARY	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	137	6yr	98.5%	*	8.00/8	Exceeds
	English Learners	16	5yr	93.8%	*	1.50/2	Meets
	Free/Reduced-Price Lunch Eligible	44	7yr	97.7%	*	2.00/2	Exceeds
	Minority Students	67	5yr	98.5%	*	2.00/2	Exceeds
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
<b>TOTAL</b>	<b>TOTAL</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>39.00/46</b>	<b>Meets</b>

**REFERENCE TABLE: DISAGGREGATED GRADUATION RATES**

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	93.9%	96.7%	98.5%	97.8%	6yr
English Learners	-	93.8%	-	-	5yr
Free/Reduced-Price Lunch Eligible	91.5%	97.5%	97.4%	97.7%	7yr
Minority Students	96.6%	98.5%	98.4%	96.6%	5yr
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2021 End of Year (EOY) data submission.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year Institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations are based on the 2021 graduation cohort.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2018 and 2021.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics:

<http://www.cde.state.co.us/accountability/pwr>

(\*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2022 Transitional District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point) • CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point	
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students	Each Disaggregated Group	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students	Each Disaggregated Group	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	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		
	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	

#### Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.\*

Percentile	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	48.2%	11.5%	12.5%
50th percentile	61.9%	23.4%	23.4%
85th percentile	75.8%	36.0%	37.5%

#### Cut-Points for Each Performance Indicator

Indicator	Cut-Point: The district or school earned...of the points eligible.
Achievement; Growth;	• at or above 87.5%
Postsecondary Readiness	• at or above 62.5% but below 87.5%
	• at or above 37.5% but below 62.5%
	• below 37.5%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

#### Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement Plan (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

\* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

\*\* 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 8, 2022

After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

**COVID-19 Consideration:** Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

**Participation Rates:** Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

**Growth Data:** Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoALT assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

**1-Year Frameworks:** Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."

**Performance Watch:** One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

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For more information or for help in understanding the Transitional Frameworks, go to the department's accountability website <http://www.cde.state.co.us/accountability> or contact us at [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

[Return to Agenda](#)

New title indicating a 2022 'Transitional' report

District or school of reference.

The accreditation category or plan type the state has assigned to the district or school based on the data presented in the official report.

The data set and level on which this report is based. For 2022, multi-year frameworks aren't available.



## 2022 Preliminary Transitional Performance Framework

0000: Colorado School District

Grade Level: EMH - (1 Year)

### Accreditation Rating

Accredited with Priority Improvement Plan: Low Participation

### Official Rating based on 1-Year Data

39.8/100 Points Earned

Total points earned out of total points eligible on the framework report.

Year 0\*

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The three key performance indicators for which districts are held accountable including points, percent of points earned and ratings.

The year on the accountability clock (if applicable) will be located here. Guidance on performance watch labels and progression is available at: <http://www.cde.state.co.us/accountability/performance-watch-labels-and-progression>.

Participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the near the end of this report for more details on how ratings are determined.

### Rating Totals

Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	27.8%	8.3/30	Does Not Meet
Academic Growth	47.0%	18.8/40	Approaching
Workforce Readiness	42.3%	12.7/30	Approaching

Accredited  
Improvement  
Priority Imp  
Turnaround

This bar chart displays the percent of points earned, and the associated scoring rubric.

Accreditation categories are based on the total percentage of points earned.

Accredited with 74.0% - 100%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Improvement Plan: 34.0% - 43.9%

Insufficient State Data

The accountability participation rate is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals) are reduced one accreditation category.

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments (e.g., total participation). This rate is not factored into accountability determinations but is important for interpretation and is used to determine eligibility for the 2022 request to reconsider process. To be eligible, districts must have 90% or greater total participation in both ELA and Math.

### Participation Rate

Indicator	Rating
Participation Rate	Meets 95%
Meets Requirements	
Meets Requirements	

### Participation Rates\*

	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
Language Arts	5,848	4,390	75.1%	1,258	96.4%	Meets 95%
Math	5,848	4,390	75.1%	1,258	96.4%	Meets 95%
Science	1,169	878	75.1%	251	96.4%	Meets 95%

For more information about the role of participation in state accountability please visit: <http://www.cde.state.co.us/accountability/participation-and-accountability/rule-9>

### Summary of Ratings by EMH Level

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Academic Achievement	25.0%	10.0/40	Does Not Meet	43.8%	Priority Improvement
Academic Growth	56.3%	33.8/60	Approaching		
Academic Achievement	33.3%	13.3/40	Does Not Meet	36.9%	Priority Improvement
Academic Growth	39.3%	23.6/60	Approaching		
Academic Achievement	25.0%	7.5/30	Does Not Meet	38.4%	Priority Improvement
Academic Growth	45.5%	18.2/40	Approaching		
Postsecondary & Workforce Readiness	42.3%	12.7/30	Approaching		

in the United States. (\*) For 2022, the ELA assessment was not available for districts in the state of Colorado.

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall district/school ratings due to different inclusion rules. The official rating is displayed at the top of the report.

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

0000: Colorado School District

Elementary School -

## ACADEMIC ACHIEVEMENT

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
All Students	1,354	81.9%	720.0	9	2.00/8	Does Not Meet Expectations
Previously Identified for READ Plan	359	86.7%	692.0	-	0.00/0	-
English Learners	607	92.6%	714.5	4	0.25/1	Does Not Meet Expectations
Free/Reduced-Price Lunch Eligible	691	91.8%	716.2	6	0.25/1	Does Not Meet Expectations
Minority Students	-	-	-	-	0.25/1	Does Not Meet Expectations
Students with Disabilities	-	-	-	-	0.25/1	Does Not Meet Expectations
All Students	1,361	82.0%	715.6	9	2.00/8	Does Not Meet Expectations
English Learners	616	93.8%	711.9	6	0.25/1	Does Not Meet Expectations
Free/Reduced-Price Lunch Eligible	691	91.2%	712.7	6	0.25/1	Does Not Meet Expectations
Minority Students	1,152	87.7%	714.4	8	0.25/1	Does Not Meet Expectations
Students with Disabilities	186	82.5%	696.9	1	0.25/1	Does Not Meet Expectations
TOTAL	*	*	*	*	6.00/24	Does Not Meet Expectations

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year frameworks aren't available.

One additional bonus point may be assigned for students previously identified for a READ plan when their mean score meets or exceeds the approaching expectations cut-score.

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

A dash (-) in any cell indicates no data is available for the presented metric.

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

ELP on-track growth targets reflect planned changes for the 2022 reports.

## ACADEMIC GROWTH

Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
All Students	354	59.0%	42.0	1.00/8	Approaching Expectations
Minority Students	306	63.2%	43.0	0.50/1	Approaching Expectations
Students with Disabilities	37	58.5%	22.0	0.25/1	Does Not Meet Expectations
All Students	-	-	-	1.00/8	Approaching Expectations
English Learners	-	-	-	0.50/1	Approaching Expectations
Free/Reduced-Price Lunch Eligible	163	65.4%	48.0	0.50/1	Approaching Expectations
Minority Students	248	59.1%	52.0	0.75/1	Meets Expectations
Students with Disabilities	46	62.7%	33.0	0.25/1	Does Not Meet Expectations
English Language Proficiency	634	-	44.5	1.00/2	Approaching Expectations
On Track to EL Proficiency	600	-	60.5%	1.00/2	Approaching Expectations
TOTAL	-	-	*	15.75/28	Approaching Expectations

Total growth performance by elementary level including points earned and points eligible along with final indicator rating.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

Includes relevant alternate assessment and CSLA results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

Student with Disabilities: includes students with IEP only (not 504s).

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

0000: Colorado School District

Middle School -

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year frameworks aren't available.

Includes relevant alternate assessment results.

English Learners: Include NEP, LEP, and FEP students.

Non-English Learners: Include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

Student with Disabilities: Includes students with IEP only (not 504s).

ACADEMIC ACHIEVEMENT							
Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating	
All Students	1,435	74.2%	724.8	16	4.00/8	Approaching	
English Learners	608	89.8%	716.9	5	0.25/1	Does Not Meet	
Free/Reduced-Price Lunch Eligible	657	89.7%	720.8	9	0.25/1	Does Not Meet	
Minority Students	1,229	81.2%	722.6	12	0.25/1	Does Not Meet	
Students with Disabilities	185	76.2%	702.3	1	0.25/1	Does Not Meet	
All Students	1,442	75.0%	713.8	9	2.00/8	Does Not Meet	
English Learners	619	92.4%	708.2	4	0.25/1	Does Not Meet	
Free/Reduced-Price Lunch Eligible	657	89.8%	710.2	5	0.25/1	Does Not Meet	
Minority Students	1,240	82.3%	711.8	7	0.25/1	Does Not Meet	
Students with Disabilities	-	-	-	-	0.25/1	Does Not Meet	
TOTAL	*	*	*	*	8.00/24	Does Not Meet	

A dash (-) in any cell indicates no data is available for the presented metric.

Mean scale score represents the average of valid scores across grades for the identified group.

ACADEMIC GROWTH					
Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating
All Students	612	47.4%	42.0	4.00/8	Approaching
Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.					Approaching
Minority Students	532	53.3%	42.0	0.50/1	Approaching
Students with Disabilities	78	50.9%	35.0	0.50/1	Approaching
All Students	316	48.8%	30.5	2.00/8	Does Not Meet
English Learners	158	61.0%	28.0	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	-	-	-	0.25/1	Does Not Meet
Minority Students	-	-	-	0.25/1	Does Not Meet
Students with Disabilities	39	54.1%	31.0	0.25/1	Does Not Meet
English Language Proficiency	232	-	37.0	1.00/2	Approaching
On Track to EL Proficiency	201	-	20.4%	1.00/2	Approaching
TOTAL	*	*	*	11.00/28	Approaching

ELP on-track growth targets reflect planned changes for the 2022 reports.

ELP On-track points are awarded here.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

This page displays Academic Achievement and Academic Growth data. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information, see the full report. Total growth performance by middle level including points earned and points eligible along with final indicator rating.

(\*) Not Applicable; (-) No Reportable Data

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

CO PSAT calculations include relevant alternate assessment results.

English Learners: Include NEP, LEP, and FEP students.

Non-English Learners: Include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting with 2018, this group also includes FELL students.

High school EBRW growth includes PSAT9 to PSAT10, and PSAT10 to SAT.

High school growth for math includes CMAS Gr 8 to PSAT9, PSAT9 to PSAT10, and PSAT10 to SAT.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year frameworks aren't available.

Student with Disabilities: includes students with IEP only (not 504s).

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

# Department of Education 2022 Preliminary Transitional Performance Framework Colorado School District ACADEMIC ACHIEVEMENT High School -

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
All Students	1,017	72.8%	410.4	9	2.00/8	Does Not Meet
English Learners	313	85.9%	361.5	1	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	383	84.8%	390.3	2	0.25/1	Does Not Meet
Minority Students	821	79.9%	398.6	4	0.25/1	Does Not Meet
Students with Disabilities	96	73.1%	348.3	1	0.25/1	Does Not Meet
All Students	1,025	72.8%	392.5	4	2.00/8	Does Not Meet
English Learners	321	85.9%	359.4	1	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	384	84.8%	378.0	1	0.25/1	Does Not Meet
Minority Students	829	79.9%	383.5	1	0.25/1	Does Not Meet
Students with Disabilities	96	73.1%	333.8	1	0.25/1	Does Not Meet
TOTAL	*	*	*	*	2.00/24	Does Not Meet

A dash (-) in any cell indicates no data is available for the presented metric.

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

ELP on-track growth targets reflect planned changes for the 2022 reports.

Total growth performance by high school level including points earned and eligible along with final indicator rating.

Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
All Students	606	47.2%	40.0	4.00/8	Approaching
English Learners	191	85.9%	16.4%	1.00/2	Does Not Meet
Minority Students	486	53.3%	41.0	0.50/1	Approaching
Students with Disabilities	45	47.4%	20.0	0.25/1	Does Not Meet
All Students	760	51.6%	35.0	0.50/1	Approaching
Free/Reduced-Price Lunch Eligible	340	54.2%	33.0	0.25/1	Does Not Meet
Minority Students	760	51.6%	35.0	0.50/1	Approaching
Students with Disabilities	78	48.5%	24.0	0.25/1	Does Not Meet
English Language Proficiency	191	-	40.0	1.00/2	Approaching
On Track to EL Proficiency	128	-	16.4%	1.00/2	Approaching
TOTAL	TOTAL	*	*	12.75/28	Approaching

Displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent and non-participants.

Notes: Cut scores for the on-track to EL proficiency metric were formally based on ELP results, which were planned prior to the COVID-19 pandemic.

For more information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this report.

(-) Not Applicable; (-) No Reportable Data

The Postsecondary and Workforce Readiness Indicator is applicable to the district and high school frameworks only.

Eligibility Transition

The data set on which this report is based (see scoring guide). For 2022, multi-year frameworks aren't available.

Work

0000: Colorado School District

High School - (1-Year)

## POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Mean Score/Rate	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	392	*	455.9	64.5%	1.00/4	Does Not Meet
	English Learners	81	*	398.4	69.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	122	*	439.3	72.0%	0.25/1	Does Not Meet
	Minority Students	307	*	446.9	73.1%	0.25/1	Does Not Meet
	Students with Disabilities	32	*	379.4	73.3%	0.25/1	Does Not Meet
Colorado SAT -	All Students	395	*	420.2	64.5%	1.00/4	Does Not Meet
	English Learners	84	*	380.0	69.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	123	*	403.7	72.0%	0.25/1	Does Not Meet
	Minority Students	310	*	414.0	73.1%	0.25/1	Does Not Meet
	Students with Disabilities	32	*	363.8	73.3%	0.25/1	Does Not Meet
Matriculation Rate	All Students	5,408	*	2.3%	*	4.00/8	Approaching
	English Learners	1,023	*	2.1%	*	1.00/2	Approaching
	Free/Reduced-Price Lunch Eligible	1,612	*	2.0%	*	1.50/2	Meets
	Minority Students	3,627	*	2.5%	*	1.00/2	Approaching
	Students with Disabilities	531	*	2.3%	*	1.00/2	Approaching
Graduation Rate	All Students	790	5yr	82.5%	*	4.00/8	Approaching
	English Learners	237	5yr	86.5%	*	1.50/2	Meets
	Free/Reduced-Price Lunch Eligible	470	5yr	81.5%	*	1.00/2	Approaching
	Minority Students	514	5yr	83.7%	*	1.00/2	Approaching
	Students with Disabilities	83	5yr	77.1%	*	1.00/2	Approaching
TOTAL		*	*	*	*	22.00/52	Approaching

Military enlistment rates are included for the first time in 2022 as a matriculation pathway.

SAT participation rates reflect the actual percentage of all eligible students that received a valid score.

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only.

ASCENT students are included within the on-time (4-year) grad rate.

The 'best' graduation rate is used for point determinations.

PWR sub indicator definitions are located here.

## REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	75.6%	82.5%	78.9%	72.6%	5yr
English Learners	74.4%	86.5%	84.7%	77.0%	5yr
Free/Reduced-Price Lunch Eligible	72.8%	81.5%	79.2%	72.5%	
Minority Students	75.9%	83.7%	82.4%	76.9%	
Students with Disabilities	63.2%	77.1%	75.3%	62.7%	

Parent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout rates represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2021 End of Year (EOY) data submission.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations are based on the 2021 graduation cohort.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. Calculations are based on the 2021 graduation cohort.

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics:

<http://www.cde.state.co.us/accountability/pwr>

(\*) Not A

Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>

# 2022 Transitional Framework Report – Scoring Guide

## Scoring Guide for 2022 Transitional District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was**:		All Students	Each Disaggregated Group	ELP On Track Growth
	see tables below for actual values				
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
Academic Growth	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point	
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
Postsecondary and Workforce Readiness	• below 35	Does Not Meet	2	0.25	0.5
	Mean CO-SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO-SAT Math scale score was**:		All Students	Each Disaggregated Group	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students	Each Disaggregated Group	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	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		
	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	

### Academic Achievement: Mean Scale Score by Percentile Out-Points

The Academic Achievement indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement indicators have been established utilizing baseline year data.\*

Percentile	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.3	413.0	NA	NA	NA
50th percentile	739.3	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

### Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	48.2%	11.3%	10.5%
50th percentile	61.9%	23.4%	23.4%
85th percentile	75.8%	36.0%	37.5%

### Total Possible Points by Performance Indicator

Indicator	Total Possible Points	High/District
Academic Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group. Science data for 2022)	30%
Academic Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%
Postsecondary and Workforce Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO-SAT subject)	not applicable

### Cut-Points for Each Performance Indicator

Indicator	Cut-Point: The district or school earned...of the possible points	Rating
Academic Achievement	• at or above 87.5%	Exceeds
Academic Growth	• at or above 62.5% but below 87.5%	Meets
Postsecondary and Workforce Readiness	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

The ELP on-track growth targets were changed since the 2019 framework release.

Science is omitted from the 2022 Achievement Indicator.

### Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
Points	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
			Not Plan (District) or Priority Improvement (School)
			Plan (District) or Turnaround Plan (School)

All cut points except ELP on-track growth have been maintained since the 2019 performance framework report calculations.

Proficiency Growth as planned prior to the COVID-19 pandemic.

\*\* 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (p.11)

10 | 2022 for ELP On Track to

August 8, 2022

## Annotated Transitional Performance Framework Report– Supporting Information

This page of the transitional report includes a range of information to help inform users of special conditions that are associated with the release of the transitional accountability framework reports. It is highly recommended that this information be considered when interpreting results from this report.

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After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

**COVID-19 Consideration:** Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

**Participation Rates:** Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

**Growth Data:** Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

**1-Year Frameworks:** Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."

**Performance Watch:** One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

For additional information about the Colorado state accountability system, please see the 2022 accountability handbook at <http://www.cde.state.co.us/accountability/accountabilityhandbook-0>.

For more information or for help in understanding the Transitional Frameworks, go to the department's accountability website <http://www.cde.state.co.us/accountability> or contact us at [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

[Return to Agenda](#)

## Colorado's Unified Improvement Plan for Schools

**Academy of Charter Schools UIP 2022-23** | **School:** Academy of Charter Schools | **District:** Charter School Institute | **Org ID:** 8001 | **School ID:** 0015 |  
**Framework:** Performance Plan: Low Participation | **Draft UIP**

### Table of Contents

Last Year UIP: [Academy of Charter Schools UIP 2021-22](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

### Executive Summary



#### Priority Performance Challenges

- *Low Growth in Middle School Reading*



#### Root Cause

- Middle School Reading Performance Is Suffering From The Lack Of A Quality Curr.
- Underdeveloped And Inconsistent Student Support Structures In MS



#### Major Improvement Strategies

- Adopt And Implement An Evidence-Based Language Arts Curriculum In Middle School
- Continue To Develop And Consistently Implement Student Support Structures In Mid



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

### Additional Information about the school

The Academy is a PK-12 charter school in Westminster serving approximately 1900 students. Founded in 1994, The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion. The Academy's charter is authorized through the Charter School Institute, which has awarded a Performance with Distinction rating for two years running.

### School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

The Academy is a PK-12 charter school in Westminster serving approximately 1900 students: 40 PK students, 865 elementary students, 440 middle school students, and 570 high school students. This student population includes approximately 42% minority, 6% English language learners, 25% free or reduced lunch, 7% gifted, and 7% special education. Our vision is to serve all of these students by fueling lifelong success through *preparation, exploration, and empowerment*. We prepare all students develop the academic skills needed for lifelong success; we support all students as they *explore* their strengths and passions through real-world learning; and we provide all students opportunities to practice habits of mind that will *empower* them to lead their own futures.

During the spring of 2021, The Academy's Board of Directors, senior administration, committee members, and staff leaders collaborated to develop a new 5-Year Strategic Plan. This work was grounded in the school's mission and vision and outlines how we hope to pursue our community values in the years to come. All goals and performance indicators included in the strategic plan are written with a 5-year time frame in mind, spanning from the fall of 2021 to the spring of 2026. This strategic plan serves as the launching point for The Academy's efforts to develop the UIP each year.

As part of the annual process to develop our unified improvement plan, we first share our overall data with all of our stakeholders through meetings and other communications. These groups include board members, senior administration, teachers, and the School Accountability Committee. Past years' efforts to identify root causes and priority performance challenges focused on curriculum shortcomings and inadequate student support structures. This led to the adoption of and training in new curriculums across the school as well as the development of more robust, multi-tiered systems of student support. As our data collection and utilization skills improved through the implementation of these efforts, we identified specific groups of students whose needs we were still not meeting. Administrators, teachers, and the School Accountability Committee worked to further adjust performance targets, and identify interim measures and implementation benchmarks to better zero in on the opportunities for improvement and hold ourselves accountable to addressing those issues. This year's work to develop the 2022-23 UIP builds upon those past efforts. We aim to align the ambitious 5-year goals included in our strategic plan with the work we have already done in recent years to set the stage for annual work planning that builds on our past successes, identifies our current challenges, and moves our community forward in manageable, yearly chunks toward our vision for students.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Operating the school under pandemic conditions over the past two years has had a tremendous impact both on The Academy's ability to fully implement major improvement strategies. We have moved forward with pursuing the targets identified in last year's UIP and measuring progress to the best of our ability, but the depth and quality of many of those efforts was limited by staffing challenges and other pandemic-related obstacles. As such, we made meaningful overall progress with our improvement initiatives, but we still have important work to continue in all of these areas. The details of this progress

will be broken down below into elementary (K-5), middle school (6-8), and high school (9-12) with an overall reflection at the end.

### Elementary

The Academy's prior year student targets at the elementary level include:

**Prior-Year Target:** At least 40% of Kindergarten-3<sup>rd</sup> Grade students identified at the beginning of the school year as significantly reading deficient (SRD) will exceed the SRD benchmark on the Phonological Awareness Literacy Screening (PALS) by the end of the school year.

**Actual Performance:** This target was not met – 37.3% of Kindergarten-3<sup>rd</sup> Grade students identified at the beginning of the school year as SRD met or exceeded their PALS benchmark in May of 2022. We were able to get back to the reading intervention practices that were in place in 2019 prior to the pandemic. This included a team of elementary literacy interventionists working individually and/or in small groups with students identified as SRD using the Orton-Gillingham Approach. It also included expanding our use of the Lexia adaptive blended learning program. These efforts had a positive impact and student reading performance improved noticeably compared to the 2020-21 school year. The number of Kindergarten – 2<sup>nd</sup> Grade students earning an SGP of 50 or higher on the Star Reading Assessment increased 2% from the previous year (from 50% in May of 2021 to 52% in May of 2022) and the number of 3<sup>rd</sup> Grade – 5<sup>th</sup> Grade students earning an SGP of 50 or higher on the Star Reading Assessment increased 6.1% (from 49.6% in May of 2021 to 55.7% in May of 2022). However, reading performance among students identified as SRD did not improve quite as much as we were aiming for because the overall impact of the first year of the pandemic was so dramatic. The Academy had far more students reading below grade level than we have experienced in the past, and many of these students were much further behind than we have typically seen. While we achieved meaningful improvements with these students, it will take us multiple years to fully recover from the learning gaps that resulted from pandemic learning loss.

### Middle School

The Academy's prior year student targets at the middle school level include:

**Prior-Year Target:** At least 50% of middle school students will earn a student growth percentile (SGP) of 50 or higher on CMAS Math.

**Actual Performance:** This target was not met – 41% of middle school students earned an SGP of 50 or higher on CMAS Math. The Academy established a new Middle School Student Support Team designed to identify individual student needs, create differentiated assignments, and provide specific skill-building opportunities both within and outside of the standard curriculum. This included a Math Interventionist who supported Middle School Administration with tier 1 monitoring practices, writing individualized plans for students in need of intervention, and delivering targeted supports to those students. We feel very good about the structures we now have in place, and we are providing students with more support than ever before. The number of middle school students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 12.7% from the previous year (from 29.1% in May of 2021 to 41.8% in May of 2022). However, middle school math performance did not improve quite

as much as we were aiming for because the second year of the pandemic proved to be very challenging for staffing. Like most schools, The Academy was often short staffed and had to piece together classroom coverage internally on a very regular basis. This meant that both middle school administrators and interventionists were often substitute teaching in classrooms rather than implementing students support services.

### High School

The Academy's prior year student targets at the high school level include:

**Prior-Year Target:** At least 50% of 9<sup>th</sup> and 10<sup>th</sup> Grade students will score at or above the state benchmark on the PSAT Math test.

**Actual Performance:** This target was not met – 39.5% of 9<sup>th</sup> and 10<sup>th</sup> Grade students scored at or above the benchmark on the PSAT Math test.

Two years ago, The Academy began implementing Measures of Academic Progress as an interim assessment tool for 6<sup>th</sup> Grade – 10<sup>th</sup> Grade. During the 2020-21 school year, the High School Administration collaborated with teachers to develop and implement testing procedures and data analysis protocols designed to inform instructional strategies and better anticipate PSAT performance. This work had a significant positive impact. The number of 9<sup>th</sup> and 10<sup>th</sup> Grade students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 19.6% from the previous year (from 34.7% in May of 2021 to 54.3% in May of 2022). However, math performance on the PSAT did not improve as much as we were aiming for because there was so much ground to make up from the first year of the pandemic. We need to focus on pairing our data analysis protocols with more robust math intervention support in the coming years to fully recover from the learning gaps that resulted from pandemic learning loss.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

The Academy improved on all areas described above, but in many cases those gains are not yet big enough. Given that the 2021-22 school year was still very impacted by pandemic conditions, we are encouraged by the growth that we made and optimistic about our future potential. As such, we intend to continue moving forward with the improvement strategies we began last year. In the coming year, we will emphasize consistency and look for ways to solidify or deepen the practices we have already started.

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## Current Performance

- The Academy of Charter Schools received a rating of Performance on our 2022 School Performance Framework (SPF) with 66.8/100 possible points. This was a decrease from our 2019 score of 74.2/100. The Academy scored 63.2% for Academic Achievement, 55.9% for Academic Growth, and 84.8% for Postsecondary & Workforce Readiness compared to 69.3%, 69.4%, and 85.3% in 2019, respectively.

### Elementary School

In 2022, The Academy elementary school met expectations for Academic Achievement (68.8%) and approached expectations for Academic Growth (56.5%).

According to our interim assessment results, approximately 54% of elementary students met growth expectations on Star Reading in May of 2022. That is an improvement of about 4% (49.8%) from May of 2021. Approximately 62.5% of elementary students met growth expectations on Star Math in May of 2022. That is an improvement of about 20% (42.4%) from May of 2021.

0015: Academy of Charter Schools   8001: Charter School Institute						Elementary School - (1-Year)	
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	406	95.5%	751.0	77	6.00/8	Meets
	Previously Identified for READ Plan	35	85.4%	703.5	-	0.00/0	-
	English Learners	30	96.8%	739.0	48	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	88	93.6%	741.4	54	0.75/1	Meets
	Minority Students	165	94.8%	748.9	71	0.75/1	Meets
	Students with Disabilities	32	91.4%	712.8	3	0.25/1	Does Not Meet
CMAS - Math	All Students	403	94.8%	744.7	72	6.00/8	Meets
	English Learners	30	96.8%	732.4	45	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	86	91.5%	734.6	50	0.75/1	Meets
	Minority Students	164	94.3%	742.4	67	0.75/1	Meets
	Students with Disabilities	32	91.4%	716.9	11	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	16.50/24	Meets
ACADEMIC GROWTH							
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating	
CMAS - English Language Arts	All Students	119	81.5%	44.0	4.00/8	Approaching	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	27	81.8%	41.0	0.50/1	Approaching	
	Minority Students	50	80.6%	41.5	0.50/1	Approaching	
	Students with Disabilities	n < 20	-	-	0.00/0	-	
CMAS - Math	All Students	108	79.4%	45.0	4.00/8	Approaching	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-	
	Minority Students	41	74.5%	40.0	0.50/1	Approaching	
	Students with Disabilities	n < 20	-	-	0.00/0	-	
English Language Proficiency	English Language Proficiency	26	-	59.5	1.50/2	Meets	
	On Track to EL Proficiency	26	-	76.9%	2.00/2	Exceeds	
TOTAL	TOTAL	*	-	*	13.00/23	Approaching	

Pandemic learning loss clearly had a substantial impact on student achievement at The Academy. Our interim assessment data showed a dramatic decline during the 2020-21 school year. Prior to the pandemic, 63.7% of elementary students met growth expectations on the Star Reading assessment in 2019. That number fell to 49.8% in 2021. Similarly, 59% of elementary students met growth expectations on Star Math in 2019. That number fell to 42.4% in 2021. The results from 2021-22 show that our students are already recovering from the low point of the pandemic despite the fact that the last school year

continued to be highly disrupted by pandemic-related staffing shortages and student quarantines. We expect a more consistent 2022-23 school year will allow us to further emphasize the major improvement strategies that have already made a positive impact.

#### READ Act Data

The Academy uses the Wonders literacy curriculum from McGraw Hill as our core elementary reading instruction program. We supplement that core program with Lexia Learning by Rosetta Stone and Freckle by Renaissance Learning. We use the Phonological Awareness Literacy Screening (PALS) assessment to identify students in need of a READ Plan. All students on READ Plans receive intervention support using the Orton-Gillingham Approach.

At the start of the 2020-21 school year, 39 students in Kindergarten – 3<sup>rd</sup> Grade were identified as significantly reading deficient (SRD). By the end of the year, 0 of those students had shown enough improvement to drop the SRD identification. It is important to note, that data collection during the 2020-21 school year was significantly hindered by disruptions to in-person learning as a result of the pandemic. In the 2021-22 school year, 67 students in Kindergarten – 3<sup>rd</sup> Grade were identified as SRD and placed on READ Plans. 25 (37.3%) of those students met their PALS benchmark by May of 2022.

#### **2021-22 School Year**

<b>Grade Level</b>	<b>READ Plans</b>	<b>Met PALS Benchmark</b>	<b>Percentage</b>
<b>Kindergarten</b>	12	5	41.7%
<b>1<sup>st</sup> Grade</b>	22	11	50%
<b>2<sup>nd</sup> Grade</b>	16	5	31.3%
<b>3<sup>rd</sup> Grade</b>	17	4	23.5%
<b>Total</b>	<b>67</b>	<b>25</b>	<b>37.3%</b>

The higher number of READ Plans in 1<sup>st</sup> Grade reflects the significant impact of the pandemic on those students' opportunity to learn to read in Kindergarten the previous year. For many of these students, once they were able to attend school in person consistently and receive support, they were able to show improvement and meet their PALS benchmark. In the 2022-23 school year, we will continue to focus on the interventions and supports that helped get many of these students back on track.

## Middle School

In 2022, The Academy middle school met expectations for Academic Achievement (66.7%) and approached expectations for Academic Growth (48.7%).

0015: Academy of Charter Schools   8001: Charter School Institute						Middle School - (1-Year)	
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	295	69.8%	744.4	61	6.00/8	Meets
	English Learners	20	54.1%	736.7	42	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	57	62.6%	731.0	28	0.50/1	Approaching
	Minority Students	113	63.7%	742.8	56	0.75/1	Meets
	Students with Disabilities	23	61.5%	704.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	283	67.0%	732.1	52	6.00/8	Meets
	English Learners	18	48.6%	733.6	58	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	53	58.2%	724.5	32	0.50/1	Approaching
	Minority Students	107	60.3%	728.3	42	0.50/1	Approaching
	Students with Disabilities	19	51.3%	698.4	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	16.00/24	Meets
ACADEMIC GROWTH							
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating	
CMAS - English Language Arts	All Students	156	55.5%	38.0	4.00/8	Approaching	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	27	46.6%	38.0	0.50/1	Approaching	
	Minority Students	54	50.5%	39.5	0.50/1	Approaching	
	Students with Disabilities	n < 20	-	-	0.00/0	-	
CMAS - Math	All Students	69	48.9%	41.0	4.00/8	Approaching	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-	
	Minority Students	31	44.3%	33.0	0.25/1	Does Not Meet	
	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	*	-	*	9.25/19	Approaching	

According to our interim assessment results, 32.9% of middle school students met growth expectations on the Measures of Academic Progress (MAP) Reading assessment in May of 2022. That is an improvement of about 3% (30%) from May of 2021. 41.8% of middle school students met growth expectations on MAPs Math in May of 2022. That is an improvement of 12.7% (29.1%) from May of 2021.

Similar to the elementary grades, pandemic learning loss had a substantial impact on middle school student achievement at The Academy. Student performance is recovering but showing that it will be a multi-year recovery. Also like our elementary grades, reading performance seems to be recovering at

a slower pace than math performance. Given the low starting point for reading (30% of middle school students meeting growth expectations), this is a significant concern. The Academy has had success over the last six years at the elementary level with implementing a school wide, evidence-based literacy curriculum. This curriculum seems to have helped our elementary grades reach a higher level of achievement prior to the pandemic and somewhat limit learning loss during the pandemic, but the middle school level does not have the same kind of curriculum. The same is true of our school wide, evidence-based math curriculum that has been in use at both the elementary and middle school levels since before the pandemic. The use of that math curriculum seems to have helped middle school students rebound faster. All of this has encouraged us to fast track the adoption of a new evidence-based literacy curriculum for middle school for the 2022-23 school year.

Additionally, current levels of student growth suggest the need for improved academic interventions at the middle school level. This need was identified in last year's Unified Improvement Plan, and The Academy established a new Middle School Student Support Team designed to identify individual student needs, create differentiated assignments, and provide specific skill-building opportunities both within and outside of the standard curriculum. We attribute much of the positive growth middle school students did make last year to these increased efforts. Like most schools, though, The Academy was often short staffed and had to piece together classroom coverage internally on a very regular basis. This meant that both middle school administrators and interventionists were often substitute teaching in classrooms rather than implementing students support services. We clearly need to prioritize more consistent delivery of these supports in the coming school year.

#### High School

In 2022, The Academy high school approached expectations for Academic Achievement (54.2%), approached expectations for Academic Growth (61.4%), and met expectations for Postsecondary & Workforce Readiness (84.8%).

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
Colorado PSAT - Evidence Base Reading & Writing	All Students	226	87.7%	471.1	59	6.00/8	Meets
	English Learners	21	65.6%	405.2	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	50	83.6%	431.4	20	0.50/1	Approaching
	Minority Students	98	83.8%	443.2	29	0.50/1	Approaching
	Students with Disabilities	18	90.0%	363.3	1	0.25/1	Does Not Meet
Colorado PSAT - Math	All Students	226	87.7%	440.8	43	4.00/8	Approaching
	English Learners	21	65.6%	394.3	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	50	83.6%	417.0	18	0.50/1	Approaching
	Minority Students	98	83.8%	422.7	22	0.50/1	Approaching
	Students with Disabilities	18	90.0%	351.7	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	13.00/24	Approaching

**ACADEMIC GROWTH**

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
Colorado PSAT/SAT - Evidence Base Reading & Writing	All Students	189	72.1%	54.0	6.00/8	Meets
	English Learners	21	65.6%	60.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	46	75.4%	39.5	0.50/1	Approaching
	Minority Students	91	75.2%	48.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
Colorado PSAT/SAT - Math	All Students	260	65.7%	49.0	4.00/8	Approaching
	English Learners	28	58.3%	41.5	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	61	65.6%	49.0	0.50/1	Approaching
	Minority Students	121	66.1%	52.0	0.75/1	Meets
	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	*	-	*	13.50/22	Approaching

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Mean Score/Rate	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	120	*	518.5	88.2%	3.00/4	Meets
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	30	*	486.3	93.8%	0.50/1	Approaching
	Minority Students	59	*	493.9	89.4%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Colorado SAT - Math	All Students	120	*	484.4	88.2%	2.00/4	Approaching
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	30	*	475.3	93.8%	0.50/1	Approaching
	Minority Students	59	*	475.3	89.4%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	616	*	0.3%	*	8.00/8	Exceeds
	English Learners	41	*	0.0%	*	2.00/2	Exceeds
	Free/Reduced-Price Lunch Eligible	173	*	0.6%	*	1.50/2	Meets
	Minority Students	281	*	0.4%	*	2.00/2	Exceeds
	Students with Disabilities	36	*	0.0%	*	2.00/2	Exceeds
Matriculation Rate	All Students	127	*	66.1%	*	3.00/4	Meets
	2-Year Higher Education Institution	*	*	13.4%	*	0.00/0	-
	4-Year Higher Education Institution	*	*	48.0%	*	0.00/0	-
	Career & Technical Education	*	*	6.3%	*	0.00/0	-
	MILITARY	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	137	6yr	98.5%	*	8.00/8	Exceeds
	English Learners	16	5yr	93.8%	*	1.50/2	Meets
	Free/Reduced-Price Lunch Eligible	44	7yr	97.7%	*	2.00/2	Exceeds
	Minority Students	67	5yr	98.5%	*	2.00/2	Exceeds
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL	TOTAL	*	*	*	*	39.00/46	Meets

According to our interim assessment results, 53.4% of 9<sup>th</sup> and 10<sup>th</sup> Grade students met growth expectations on the Measures of Academic Progress (MAP) Reading assessment in May of 2022. That is an improvement of about 26% (27.4%) from May of 2021. 54.3% of 9<sup>th</sup> and 10<sup>th</sup> Grade students met growth expectations on MAPs Math in May of 2022. That is an improvement of 19.6% (34.7%) from May of 2021.

Like the elementary and middle school levels, the high school focused its efforts during the 2021-22 school year on recovering from historically low levels of student achievement due to pandemic learning loss. The results above from 2021-22, though, show that our students are already recovering despite the fact that the last school year continued to be highly disrupted by pandemic-related staffing shortages and student quarantines. We expect a more consistent 2022-23 school year will allow us to further emphasize the major improvement strategies that have already made a positive impact.

Nevertheless, The Academy's high school showed a need to improve academic achievement even before the pandemic. Our PSAT scores showed that need to be greatest in math. In response, The Academy began implementing Measures of Academic Progress (MAP) as an interim assessment tool in 9<sup>th</sup> and 10<sup>th</sup> Grade two years ago. During the 2020-21 school year, the High School Administration collaborated with teachers to develop and implement testing procedures and data analysis protocols designed to inform instructional strategies and better anticipate PSAT performance. This work had a significant positive impact. The number of 9<sup>th</sup> and 10<sup>th</sup> Grade students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 19.6% from the previous year (from 34.7% in May of 2021 to 54.3% in May of 2022). However, our actual math achievement on the PSAT shows that we still have further need to improve (only 39.5% of 9<sup>th</sup> and 10<sup>th</sup> Grade students scored at or above the benchmark on the PSAT Math

test). We see an opportunity to extend last year's work by focusing on pairing our data analysis protocols with more robust math intervention support within an overall MTSS structure.

## Trend Analysis



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Achievement (Status)

High school students are on a decline in Math achievement on PSAT in 2019-2022 (2019 = 450.7 MSS; 2020 = no SPF data; 2021 = no SPF data; 2022 = 440.8 MSS). This is a notable trend because it is declining and sits below the state expectation (450 MSS). (Source: SPF)



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Growth

Middle school students are on a decline in English/Language Arts growth on CMAS in 2019-2022 (2019 = 51 MGP; 2020 = no CMAS data; 2021 = no CMAS growth data; 2022 = 38 MGP). This is a notable trend because it is declining and sits well below the state expectation (50 MGP). (Source: SPF)



**Trend Direction:** Decreasing then increasing

**Performance Indicator Target:** Academic Growth

The number of students in Kindergarten through 3rd Grade identified as significantly reading deficient (SRD) at The Academy has increased quite a bit from 2019 to 2022 (2019 - 47, 2020 – data incomplete, 2021 – 24, 2022 - 67). Prior to the pandemic, we had a fairly stable number of students identified as SRD each year. During the pandemic, though, our numbers have changed significantly. The student count may have been artificially low in 2021 due to remote learning; and then our numbers were significantly higher than usual in 2022 due to pandemic learning loss. (Source: READ Act Reporting)

## Priority Performance Challenges and Root Causes



### **Priority Performance Challenge: Low Growth in Middle School Reading**

According to our interim assessment results, 32.9% of middle school students met growth expectations on the Measures of Academic Progress (MAP) Reading assessment in May of 2022. That is an improvement of about 3% (30%) from May of 2021.



#### **Root Cause: Middle School Reading Performance Is Suffering From The Lack Of A Quality Curr.**

Pandemic learning loss had a substantial impact on middle school student achievement at The Academy. Student performance is recovering but showing that it will be a multi-year recovery. However, reading performance seems to be recovering at a slower pace than math. Given the low starting point for reading (30% of middle school students meeting growth expectations on the MAPs reading assessment), this is a significant concern. We believe that math performance has recovered quicker, in part, because we have an evidence-based curriculum in place. We do not have an evidence-based curriculum in place for reading, and we need to identify and implement one quickly.

#### **Root Cause: Underdeveloped And Inconsistent Student Support Structures In MS**

In 2020-21, The Academy established a new Middle School Student Support Team designed to identify individual student needs, create differentiated assignments, and provide specific skill-building opportunities both within and outside of the standard curriculum. We attribute much of the positive growth middle school students did make last year to these increased efforts. However, these student support structures are still new and relatively superficial. We did not have a comprehensive system to ensure that all students needing support were identified; we lacked procedures for making sure every student who needed support received a documented plan; and we did not consistently deliver supports to students who were identified. There is significant potential to further develop our systems, procedures, and follow through to make sure every student who needs support is identified, has a documented plan, and receives regular support as identified in that plan.



#### **Priority Performance Challenge: Decline In Performance Among Students Identified With READ Plans**

During the 2018-19 school year, 57.4% students on READ Plans had shown enough improvement by the end of the year to drop the SRD identification. The pandemic interrupted our READ testing procedures, so we do not have complete data from the 2019-20 school year. During the 2020-21 school year, 0% students on READ Plans had shown enough improvement by the end of the year to drop the SRD identification. During the 2021-22 school year, 37.3% of students in Kindergarten through 3rd Grade improved enough to meet or exceed the PALS benchmark for SRD. This shows that we started to get back on track last year, but we still have a lot of room to improve. We can still be more consistent in providing reading intervention support without the interruptions we experienced last year due to staffing shortages and student absences.



#### **Root Cause: Inconsistent Support Of Students Identified With READ Plans**

During the 2020-21 school year, pandemic circumstances disrupted the elementary level's reading intervention supports. The literacy interventionists who typically provide supports for students identified with a significant reading deficiency (SRD) were reassigned to cover remote learning needs and a combination of cohorting and remote learning practices made it impossible to continue using the same intervention strategies. Instead, classroom teachers used alternative strategies to support these students. This was not as effective as past practices. During the 2021-22 school year, The Academy returned to its previously effective reading intervention supports but encountered a much higher number of students identified with an SRD,



many of whom were noticeably further behind grade level than in past years. This increased need led us to revise our student support structures in order to reach more students. The result was a watered-down approach that did not support students as consistently or as deeply as they needed. We need to consistently implement substantive reading interventions.

### **Priority Performance Challenge: Achievement Declines in High School Math**



The Academy's high school math achievement has declined in recent years, from a mean scale score of 465.7 on PSAT Math in 2017 to a mean scale score of 450.7 in 2019. The mean scale score for all students in PSAT Math is 450.7. This lags behind the mean scale score of our geographic district (457.5) by 7.5 points. Furthermore, each of our student subpopulations underperformed all students (English Learners – 446.2, Free/Reduced-Price Lunch Students – 435.5, Minority – 445.1). 54.3% of 9th and 10th Grade students met growth expectations on the MAPs math assessment in May of 2022, which was an improvement of 19.6% (34.7%) from May of 2021. This is encouraging progress, but we must still maintain that momentum long enough for these short term increases in growth to turn into a longer term trend of increased achievement in math that meets expectations.

### **Root Cause: Academic Interventions Are Not Driven By Quality Data**



During the 2020-21 school year, the High School Administration collaborated with teachers to develop and implement interim assessment procedures and data analysis protocols designed to better understand current levels of student learning anticipate PSAT performance. This work had a significant positive impact. The number of 9th and 10th Grade students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 19.6% from the previous year (from 34.7% in May of 2021 to 54.3% in May of 2022). However, our actual math achievement on the PSAT shows that we still have further need to improve (only 39.5% of 9th and 10th Grade students scored at or above the benchmark on the PSAT Math test). In this first year of implementing data analysis protocols, we did not adequately use the data we collected to develop and implement targeted academic interventions. We need to do so if we expect to help struggling students reach grade-level benchmarks.

## **Magnitude of Performance Challenges and Rationale for Selection:**



Pandemic learning loss had a substantial impact on middle school student achievement at The Academy. Student performance is recovering but showing that it will be a multi-year recovery. However, reading performance seems to be recovering at a slower pace than math. Given the low starting point for reading (30% of middle school students meeting growth expectations on the MAPs reading assessment), this is a significant concern. The Academy has had success over the last six years at the elementary level with implementing a school wide, evidence-based literacy curriculum. This curriculum seems to have helped our elementary grades reach a higher level of achievement prior to the pandemic and somewhat limit learning loss during the pandemic, but the middle school level does not have the same kind of curriculum. The same is true of our school wide, evidence-based math curriculum that has been in use at both the elementary and middle school levels since before the pandemic. The use of that math curriculum seems to have helped middle school students rebound faster. All of this has encouraged us to fast track the adoption of a new evidence-based literacy curriculum for middle school for the 2022-23 school year.

Prior to the pandemic, The Academy's elementary level had robust structures in place for providing targeted, evidence-based supports to students identified with significant reading deficiencies. Pandemic circumstances disrupted these supports in two key ways – the literacy interventionists who typically provide those evidence-based supports were regularly reassigned to cover staffing shortages in other parts of the building, and high levels of COVID-related absences among both students and staff made consistent service delivery difficult.

During the 2020-21 school year, the High School Administration collaborated with teachers to develop and implement testing procedures and data analysis protocols designed to inform instructional strategies and better anticipate PSAT performance. This work had a significant positive impact. The number of 9<sup>th</sup> and 10<sup>th</sup> Grade students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 19.6% from the previous year (from 34.7% in May of 2021 to 54.3% in May of 2022). However, our actual math achievement on the PSAT shows that we still have further need to improve (only 39.5% of 9<sup>th</sup> and 10<sup>th</sup> Grade students scored at or above the benchmark on the PSAT Math test). We see an opportunity to extend last year's work by focusing on pairing our data analysis protocols with more robust math intervention support within an overall MTSS structure.

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### Magnitude of Root Causes and Rationale for Selection:



The past support structure provided middle school students with additional time to complete assignments from other courses with school staff available to provide support as needed. It was essentially a one-size fits all approach to providing an additional layer of support for students to complete their standard coursework. There was no process in place for identifying individual student needs, differentiating work, or providing specific skill-building opportunities outside of the standard curriculum. Furthermore, this structure relied on supervision from core teachers rather than specialized staff and placed the onus on students to advocate for themselves rather than staff proactively identifying student needs. This approach does not match best practices in multi-tiered systems of support for students. Furthermore, staffing challenges during the 2020-21 school year made it difficult to consistently implement the new support system as designed. We need to continue developing the quality of this support structure and implement it with consistency.

The Academy has had success over the last six years at the elementary level with implementing a school wide, evidence-based literacy curriculum. This curriculum seems to have helped our elementary grades reach a higher level of achievement prior to the pandemic and somewhat limit learning loss during the pandemic, but the middle school level does not have the same kind of curriculum. The same is true of our school wide, evidence-based math curriculum that has been in use at both the elementary and middle school levels since before the pandemic. The use of that math curriculum seems to have helped middle school students rebound faster. All of this has encouraged us to fast track the adoption of a new evidence-based literacy curriculum for middle school for the 2022-23 school year.

Data from previous years indicate that the reading intervention supports in place for students on READ Plans were effective. Student performance declined when we pivoted away from that approach during the pandemic. We need to return to the practices that were working and implement them consistently. We expect it to take multiple years to make up for pandemic learning loss.

Now that we have adopted a standardized interim assessment tool that is specifically designed to drive instruction and student support, we need to improve our systems for using the data we collect to design and deliver academic interventions.

## Action Plans

### Planning Form



#### Continue To Develop And Consistently Implement Student Support Structures In Mid

**What will success look like:** The Middle School Student Support Team will continue to develop systems to identify individual student needs, create differentiated assignments, and provide specific skill-building opportunities both within and outside of the standard curriculum. Student who are identified to receive support will have written plans, which will be implemented consistently. Success will look like implementing tier 1 monitoring practices, writing individualized plans for students in need of intervention, and consistently delivering targeted supports to those students.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Multi-tiered systems of student support is recognized as a best practice structure by the American Institutes for Research.


#### Associated Root Causes:

##### Underdeveloped And Inconsistent Student Support Structures In MS:




In 2020-21, The Academy established a new Middle School Student Support Team designed to identify individual student needs, create differentiated assignments, and provide specific skill-building opportunities both within and outside of the standard curriculum. We attribute much of the positive growth middle school students did make last year to these increased efforts. However, these student support structures are still new and relatively superficial. We did not have a comprehensive system to ensure that all students needing support were identified; we lacked procedures for making sure every student who needed support received a documented plan; and we did not consistently deliver supports to students who were identified. There is significant potential to further develop our systems, procedures, and follow through to make sure every student who needs support is identified, has a documented plan, and receives regular support as identified in that plan.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Middle School Student Support Team	Middle school student support team will write individualized plans for students in need of intervention and deliver targeted supports to those students on a weekly basis.	08/18/2022 05/25/2023 Weekly	Middle school administration, ELL teacher, SPED teacher, interventionists, and paraprofessional	

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Support Middle School Student Support Team	Administration will train and support the Middle School Student Support Team throughout the school year.	08/18/2022 05/25/2023	Title II funds	Middle school administration, ELL teacher, SPED teacher, interventionists, and paraprofessional	



### Adopt And Implement An Evidence-Based Language Arts Curriculum In Middle School

**What will success look like:** The middle school administrative team will collaborate with teachers and other stakeholders to identify an evidence-based language arts curriculum to implement across grades 6th through 8th. The Academy will purchase this curriculum and language arts teachers will receive initial training and orientation before the start of the 2022-23 school year. Teachers will implement the new curriculum with ongoing supports throughout the year.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** A guaranteed and viable curriculum is one of the school-level factors with the greatest impact on student achievement (Marzano, 2003).

### Associated Root Causes:




### Middle School Reading Performance Is Suffering From The Lack Of A Quality Curr.:

Pandemic learning loss had a substantial impact on middle school student achievement at The Academy. Student performance is recovering but showing that it will be a multi-year recovery. However, reading performance seems to be recovering at a slower pace than math. Given the low starting point for reading (30% of middle school students meeting growth expectations on the MAPs reading assessment), this is a significant concern. We believe that math performance has recovered quicker, in part, because we have an evidence-based curriculum in place. We do not have an evidence-based curriculum in place for reading, and we need to identify and implement one quickly.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Adopt New Middle School Language Arts Curriculum	Middle school will select, train on, and implement a new language arts curriculum.	08/18/2022 05/25/2023 Weekly	Middle school administration and middle school teachers	

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Implement New Language Arts Curriculum	Middle school administration will identify an evidence-based language arts curriculum to use across grades 6th – 8th. Teachers will train in the new curriculum before school starts. Admin will provide ongoing support as teachers implement this curriculum throughout the school year.	08/18/2022 05/25/2023	Curriculum budget	Middle school administration and middle school teachers	



### Continue To Consistently Implement Structures To Support Elementary Students Wit

**What will success look like:** The Academy needs to consistently implement proven reading intervention practices. Success will look like elementary literacy interventionists working individually and/or in small groups with students identified with significant reading deficiencies using the Orton-Gillingham Approach.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The Academy has successfully used the Orton-Gillingham Approach in the past. It is an approved intervention program under the READ Act.

### Associated Root Causes:

#### Inconsistent Support Of Students Identified With READ Plans:



During the 2020-21 school year, pandemic circumstances disrupted the elementary level's reading intervention supports. The literacy interventionists who typically provide supports for students identified with a significant reading deficiency (SRD) were reassigned to cover remote learning needs and a combination of cohorting and remote learning practices made it impossible to continue using the same intervention strategies. Instead, classroom teachers used alternative strategies to support these students. This was not as effective as past practices. During the 2021-22 school year, The Academy returned to its previously effective reading intervention supports but encountered a much higher number of students identified with an SRD, many of whom were noticeably further behind grade level than in past years. This increased need led us to revise our student support structures in order to reach more students. The result was a watered-down approach that did not support students as consistently or as deeply as they needed. We need to consistently implement substantive reading interventions.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 READ Plan Implementation	Elementary literacy interventionists will implement weekly supports for all students on READ Plans using the Orton-Gillingham Approach.	08/18/2022 05/25/2023 Weekly	Literacy Interventionists	

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Support Literacy Interventionists	Support Literacy Interventionists in their work to consistently implement student reading support.	08/18/2022 05/25/2023	READ Act funds	Literacy Interventionists	



## Develop Protocols For Data-Driven Instruction Using Interim Assessments In HS

**What will success look like:** During the 2020-21 school year, the high school administrative team collaborated with teachers to develop testing procedures and data analysis protocols designed to make the most of the MAPs interim assessment tool. Now that testing windows and data analysis protocols are in place, the next step is for high school admin to train teachers in how to use these data to drive classroom instruction and develop opportunities to provide academic interventions for struggling students.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** NWEA Measures of Academic Progress is recognized as a universal screening assessment by the National Center on Response to Intervention.

### Associated Root Causes:

#### Academic Interventions Are Not Driven By Quality Data:

During the 2020-21 school year, the High School Administration collaborated with teachers to develop and implement interim assessment procedures and data analysis protocols designed to better understand current levels of student learning anticipate PSAT performance. This work had a significant positive impact.



The number of 9th and 10th Grade students earning an SGP of 50 or higher on the Measures of Academic Progress (MAP) Math Assessment increased 19.6% from the previous year (from 34.7% in May of 2021 to 54.3% in May of 2022). However, our actual math achievement on the PSAT shows that we still have further need to improve (only 39.5% of 9th and 10th Grade students scored at or above the benchmark on the PSAT Math test). In this first year of implementing data analysis protocols, we did not adequately use the data we collected to develop and implement targeted academic interventions. We need to do so if we expect to help struggling students reach grade-level benchmarks.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Use Interim Assessments Data To Drive Instruction	High school English and Math teachers will administer NWEA Measures of Academic Progress once each in the fall, winter, and spring. Teachers will complete the data analysis protocol following each testing window. Administrators will work with teachers to use the findings of the data analysis to guide instructional decisions and provide targeted support to students.	08/18/2022 05/25/2023 Quarterly	High school administration, English teachers, and Math teachers	

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Administer Interim Assessments & Implement Data Protocols	High school English and Math teachers will administer NWEA Measures of Academic Progress once each in the fall, winter, and spring. Teachers will complete the data analysis protocol following each testing window. Administrators will work with teachers to use the findings of the data analysis to guide instructional decisions and provide targeted support to students.	08/18/2022 05/25/2023	Salary budget	High school administration, English teachers, and Math teachers	

## School Target Setting



### Priority Performance Challenge : Low Growth in Middle School Reading



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

### MEASURES / METRICS: R

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** At least 40% of middle school students will earn a student growth percentile of 50 or higher on CMAS Language Arts.

**2023-2024:** At least 45% of middle school students will earn a student growth percentile of 50 or higher on CMAS Language Arts.

**INTERIM MEASURES FOR 2022-2023:** The Measures of Academic Progress math interim assessment will be administered three times – fall, winter, and spring – to track student progress toward earning a student conditional growth percentile or 50 or higher.



### Priority Performance Challenge : Decline In Performance Among Students Identified With READ Plans



#### PERFORMANCE INDICATOR: Academic Growth

##### MEASURES / METRICS: R

###### ANNUAL PERFORMANCE TARGETS

**2022-2023:** At least 45% of Kindergarten through 3rd Grade students identified with a significant reading deficiency will improve enough to exit their READ Plan by the end of the school year.

**2023-2024:** At least 50% of Kindergarten through 3rd Grade students identified with a significant reading deficiency will improve enough to exit their READ Plan by the end of the school year.

**INTERIM MEASURES FOR 2022-2023:** The Phonological Awareness Literacy Screening will be administered three times – fall, winter, and spring – to track student progress toward earning a score high enough to exit their READ Plan.



#### Priority Performance Challenge : Achievement Declines in High School Math



#### PERFORMANCE INDICATOR: Academic Growth

##### MEASURES / METRICS: M

###### ANNUAL PERFORMANCE TARGETS

**2022-2023:** At least 50% of middle school students will earn a student growth percentile of 50 or higher on CMAS Math.

**2023-2024:** At least 55% of middle school students will earn a student growth percentile of 50 or higher on CMAS Math.

**INTERIM MEASURES FOR 2022-2023:** The Measures of Academic Progress math interim assessment will be administered three times – fall, winter, and spring – to track student progress toward earning a student conditional growth percentile of 50 or higher.