



Mapleton Public Schools Board of Education

Regular Meeting
Administration Building

March 29, 2022
6:00 p.m.

DISTRICT MISSION

... Ensure that each student is empowered to achieve his or her dreams and contribute to his or her community and world ...

BOARD PURPOSE

Providing highly effective governance for Mapleton's strategic student achievement effort.

CORE ROLES

Guiding the district through the superintendent
Engaging constituents
Ensuring effective operations and alignment of resources
Monitoring effectiveness
Modeling excellence

2021 - 2022

FOCUS AREAS

Student Achievement
Exceptional Staff
Character Development
Learning Environment
Communication
Community Involvement
Facilities Management
District Image

BOARD MEMBERS

Mallory Boyce
Cindy Croisant
Terry Donnell
Daisy Lechman
Thomas Moe

SUPERINTENDENT

Charlotte Ciancio

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of Agenda
5. Board Business
 - 5.1 Board Study Comments
6. What's Right in Mapleton
7. Public Participation
8. Approval of Minutes
 - 8.1 Approval of February 22, 2022, Board Meeting minutes
 - 8.2 Approval of March 8, 2022, Board Study minutes
 - 8.3 Approval of March 8, 2022, Special Board Meeting minutes
9. Report of the Secretary
10. Executive Session - Personnel
11. Consent Agenda
 - 11.1 Personnel Action, Policy GCE/GCF – Ms. Branscum
12. Focus: Student Achievement
 - 12.1 Measure of Academic Progress (MAP) 21-22 Results, Policy AED – Mr. Fuller
13. Focus: Communication
 - 13.1 Consideration of Nutrition Services Software Vendor, Policy DJE – Mr. Sauer
14. Focus: Community Involvement
 - 14.1 Bond Program Update, Policy CBA/CBC – Mr. Crawford
 - 14.2 DAAC Report, Policy AE – Mr. Fuller
 - 14.3 Cognia Readiness Review, Policy AED – Mr. Fuller
15. Discussion of Next Agenda
16. Superintendent's Comments
17. Board Committee Update
18. School Board Discussion/Remarks
19. Next Business Meeting Notification – Tuesday, April 26, 2022
20. Adjournment

Welcome to a meeting of the Mapleton Public School Board of Education!

The Board's meeting time is dedicated to addressing Mapleton's mission and top-priority focus areas. "Public Participation" is an opportunity during the business meeting to present brief comments or pose questions to the Board for consideration or follow-up. Each person is asked to limit his or her comments to 3 minutes. If you are interested in helping Mapleton's efforts, please talk with any member of the district leadership team or call the district office at 303-853-1015. Opportunities abound. Your participation is desired.

1.0 CALL TO ORDER

President Cynthia Croisant called the meeting of the Board of Education – Mapleton Public Schools to order at 6:00 p.m. on Tuesday, February 22, 2022, at the Administration Building Boardroom.

2.0 ROLL CALL

Cynthia Croisant - President	Present
Terry Donnell - Treasurer	Present
Tom Moe - Vice President	Present
Daisy Lechman - Secretary	Present
Mallory Boyce – Asst. Secretary/Treasurer	Present

3.0 PLEDGE OF ALLEGIANCE

Ms. Croisant led the Pledge of Allegiance.

4.0 APPROVAL OF AGENDA

MOTION: By Mallory Boyce, seconded by Thomas Moe, to approve the Board Agenda dated February 22, 2022, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

5.0 BOARD BUSINESS

5.1 Board Comments

Ms. Croisant said that at February 8, 2022, Board Study session the Board discussed:

- Reviewed Corona Insights Survey Toplines
- Reviewed 2022 Election Override Considerations
- Discussed priorities for building 2022-2023 budget
- Received updates on COVID
- Received update on 2023-24 School Year Calendar

6.0 WHAT'S RIGHT IN MAPLETON

Dr. Brown shared, for What's Right in Mapleton, the key findings of the Corona Insights survey. The goal of the research was to examine the opinions and perceptions of the school district within our community by measuring satisfaction and identifying areas for potential improvement. Dr. Brown shared the following 15 Key Findings and stated that Mapleton will be hosting a meeting to address areas of improvement.

- Key Finding 1: Students generally view the quality of their education as favorable.
- Key Finding 2: Students and their guardians are highly aware of school choice.
- Key Finding 3: Although students generally view their education favorably, many students would like more variety in class offerings.
- Key Finding 4: Students are generally supportive of the rules at their school.
- Key Finding 5: Students want more guidance for post-high school planning.
- Key Finding 6: Parents/guardians generally view Mapleton Public Schools positively.

- Key Finding 7: Most parents/guardians are satisfied with how Mapleton is serving their children.
- Key Finding 8: A majority of parents/guardians are proud that their children attend Mapleton Public Schools.
- Key Finding 9: Increasing teacher pay and increasing security in schools are priorities for many parents/guardians.
- Key Finding 10: Guardians would like to know more about how Mapleton Public Schools is teaching skills that prepare students for college and the workforce.
- Key Finding 11: Employees are generally happy with their jobs, but licensed staff are less happy.
- Key Finding 12: Licensed employees have a notably lower trust level of district-level operations (staff, cabinet, and school board) than do other titles.
- Key Finding 13: Employees most desire additional resources, support, and time to do their job.
- Key Finding 14: Fewer than half of employees feel the district is doing well at serving students within the district.
- Key Finding 15: Morale is higher than it appears. Interestingly, employees in all groups are more likely to say that their own morale is high than to say that their coworkers' morale is high.

7.0 PUBLIC PARTICIPATION

None

8.0 APPROVAL OF MINUTES

MOTION: By Thomas Moe, seconded by Daisy Lechman, to approve the minutes as stated on the Board Agenda dated February 22, 2022: 8.1 Board Meeting minutes of January 25, 2022; and 8.2 Board Study minutes of February 8, 2022, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

9.0 REPORT OF THE SECRETARY

None

10.0 CONSENT AGENDA

MOTION: By Mallory Boyce, seconded by Thomas Moe, to approve Agenda item 10.1 Personnel Action; as stated on the Board Agenda dated February 22, 2022.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

11.0 FOCUS: STUDENT ACHIEVEMENT

11.1 Student Travel - Air Force Jr. ROTC Overnight/Out of State Travel

Ms. Ansley requested the Board approve the out-of-state & overnight trip for select JROTC students to attend the Thunderbird Invitational Drill Meet at Cheyenne East High School in Cheyenne, Wyoming.

MOTION: By Thomas Moe, seconded by Mallory Boyce, to approve Agenda item 11.1 Student Travel- Air Force Jr. ROTC Overnight/Out of State Travel, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

11.2 Request to Accept CDE/EASI Grant Funds for North Valley Young Adults- Exploration Grant and School Turnaround Leadership Development Grant

Mr. Crawford requested the Board approve two recently awarded grants from the Colorado Department of Education (CDE). Both will benefit North Valley School for Young Adults. The first is an Exploration grant for \$30,000 which will support a diagnostic review of the school. The second is a School Turnaround Leadership Development (STLD) grant for \$87,000 to implement improvement strategies, including work with the University of Virginia (UVA).

MOTION: By Mallory Boyce, seconded by Daisy Lechman, to approve Agenda item 11.2 Request to Accept CDE/EASI Grant Funds for North Valley Young Adults- Exploration Grant and School Turnaround Leadership Development Grant, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

11.3 Request to Accept Grant Funds – CDE’s Colorado Bullying Prevention and Educational Grant Award

Ms. Allenbach requested Board approval to accept \$790,428 over the course of 3 years, for the continued support of the District’s OLWEUS Bullying Prevention Program (BPEG).

MOTION: By Thomas Moe, seconded by Daisy Lechman, to approve Agenda item 11.3 Request to Accept Grant Funds – CDE’s Bullying Prevention and Educational Grant Award, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

12.0 FOCUS: COMMUNICATION

12.1 Calendar Adoption 2023-2024

Mr. Crawford requested the Board approve the recommended adoption of the 2023-2024 Academic School Year Calendar.

MOTION: By Daisy Lechman, seconded by Mallory Boyce, to approve Agenda item 12.1 Calendar Adoption 2023-2025, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

12.2 Consideration of Design/Build Team for a Fieldhouse at Skyview Campus

Mr. Crawford requested the Board approve the recommended selection of Sampson Construction & RB+B Architects to serve as the design and construction team for a Skyview Fieldhouse.

MOTION: By Thomas Moe, seconded by Terry Donnell, to approve Agenda item 12.2 Consideration of Design/Build Team for a Fieldhouse at Skyview Campus, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, Ms. Lechman, and Ms. Boyce.
Motion carried: 5-0

13.0 FOCUS: COMMUNITY INVOLVEMENT

14.1 DAAC Update

Mr. Fuller reported that the District Accountability Advisory Committee met on February 15, 2022, thirteen members convened to learn about upcoming events in Mapleton, receive updates on calendar changes for the 2021-22 and 2022-23 school years, and review the proposed calendars for the 2023-24 calendar. The next DAAC meeting will be held on Tuesday, March 15th, 2022, from 4:30 to 6:00 P.M. as an online meeting using the Microsoft Teams platform.

14.0 DISCUSSION OF NEXT AGENDA

Ms. Croisant said agenda items for the March 29th Board meeting would include: Map Results, Early Childhood Program Update, and DAAC Update.

15.0 SUPERINTENDENTS COMMENTS

During the Superintendent's report, Superintendent Ciancio:

- Wished Mr. Moe a Happy Birthday
- Said she was looking forward to the employee task force and learning more about how we can improve employee morale and retention. Planning to host a first meeting before Spring Break.

16.0 BOARD COMMITTEE UPDATE

Mr. Moe reported that the Mapleton Education Foundation (MEF) met on February 16, 2022. He said that the 2022 Gala will continue to be held at the Westin Westminster on September 30, 2022. The theme will be geared around a program with Strider Bikes to provide bikes in K-2 in schools. Mr. Moe also reported that the MEF Scholarship Application

timeline is February 4th - March 11th. Applications are in progress and being submitted. The next step will be the interview process in April.

Ms. Croisant reported that BOCES did not meet in February. The next meeting is scheduled for March.

17.0 SCHOOL BOARD DISCUSSION / REMARKS

Mr. Moe acknowledged the Mapleton's Girls and Boys Basketball Teams for their successful seasons and advancement to the State Tournament. He also recognized the Wrestling team and the 5 athletes that participated in the State Tournament. Congratulations!

Mr. Moe said that he enjoyed the Spelling Bee and was impressed by the students participating. He said it was exciting and great to back in person.

18.0 NEXT MEETING NOTIFICATION

The next Board Business meeting will be at 6:00 p.m. on Tuesday, March 29, 2022, at the Administration Boardroom.

19.0 ADJOURNMENT

Ms. Croisant noted the Board would meet in a staff debrief session following the business meeting.

The Board motioned to adjourn at 6:52 p.m.

Cynthia Croisant, Board President

Daisy Lechman, Board Secretary

Submitted by Laura Milani, Recording Secretary for the Board of Education

Members of The Board of Education – Mapleton Public Schools met in study session at 5:30 p.m. on Tuesday, March 8, 2022, at the Administration Building Boardroom.

Present: Cindy Croisant – President
Terry Donnell – Treasurer
Thomas Moe – Vice President
Daisy Lechman – Secretary
Mallory Boyce – Asst. Secretary/Treasurer

During the meeting, the Board:

- Reviewed School Designs – Preschool, North Valley for Young Adults, STEM @ Academy, Teacher Mentor Program @ Clayton
- Discussed plans for the Community Conversations meeting/ Final 4 Task Force– March 14.
- Discussed Expectations and Plans for the NSBA Conference.

No official Board action was taken at the meeting.

Cynthia Croisant, Board President

Daisy Lechman, Board Secretary

Submitted by Laura Milani, Recording Secretary for the Board of Education

1.0 CALL TO ORDER

President Cynthia Croisant called the special meeting of the Board of Education – Mapleton Public Schools to order at 8:15 p.m. on Tuesday, March 8, 2022, at the Administration Building Boardroom.

2.0 ROLL CALL

Cindy Croisant – President	Present
Terry Donnell – Treasurer	Present
Tom Moe – Vice President	Present
Daisy Lechman – Secretary	Present
Mallory Boyce – Asst. Secretary/Treasurer	Present

3.0 APPROVAL OF AGENDA

MOTION: By Mr.Moe, seconded by Ms. Boyce, to approve the Agenda, as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, and Ms. Lechman, Ms. Boyce.
Motion carried 5-0

4.0 EXECUTIVE SESSION

MOTION: By Ms. Boyce, seconded by Ms. Lechman, to go into Executive Session pursuant to C.R.S. § 24-6-402(4)(f), as presented.

AYES: Ms. Croisant, Ms. Donnell, Mr. Moe, and Ms. Lechman, Ms. Boyce.
Motion carried 5-0

ADJOURNED to Executive Session at 8:15 p.m. to discuss personnel, reconvened at 8:40 p.m.

5.0 ADJOURNMENT

The Board motioned to adjourn at 8:41 p.m.

Cynthia Croisant, Board President

Daisy Lechman, Board Secretary

Submitted by Laura Milani, Recording Secretary for the Board of Education

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Erica Branscum, Deputy Superintendent, Talent Management
DATE: March 29, 2022

Policy: Professional Staff Recruiting and Hiring, Policy GCE/GCF
Report Type: Decision Making (Consent)
SUBJECT: Personnel Action

Policy Wording: The Board of Education for Mapleton Public Schools directs the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel.

Policy Interpretation: This policy is interpreted to include monthly updates to the Board on the District's hiring and staffing changes.

Decision Requested: The Office of Human Resources recommends the following personnel information to be approved by Board Action at the regular meeting on March 29, 2022.

CLASSIFIED STAFF

<u>NEW EMPLOYEES</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>HIRE DATE</u>	<u>REASON</u>
Betz, Sarah	Sp.Ed. Paraprofessional	GPA	02/23/2022	New Hire
Crivello-Knable, Richard	Campus Supervisor	Skyview Campus	03/17/2022	New Hire
Jacobsen, Christine	Executive Secretary	IT/Accountability	03/14/2022	New Hire
Newton, Kristie	Substitute Preschool Para	Preschool	03/17/2022	New Hire
Pierson, Matthew	Nutrition Services Manager In Training	GIA	03/07/2022	New Hire
Pino, Elizabeth	Sp.Ed. Paraprofessional	Meadow	02/28/2022	New Hire
Ramirez Fonseca, Jaime	Substitute Custodian	Operations	02/24/2022	Re-Hire
Thomas, Evan	HVAC Technician	Operations	02/23/2022	New Hire

<u>RESIGNATIONS/TERMS</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>TERM DATE</u>	<u>REASON</u>
Karpowich, Whitney	Preschool Paraprofessional	Welby	03/16/2022	Resignation
Kemm, Jasmine	Campus Supervisor	Skyview Campus	03/02/2022	Resignation
Macias, Jacqueline	Sp.Ed. Paraprofessional	Trailside	02/25/2022	Resignation
McCormac, Roderick	Bus Driver	Transportation	03/02/2022	Termination
Pink, Christina	Sp.Ed. Paraprofessional	Welby	03/11/2022	Resignation
Schmidt, Elizabeth	Instructional Paraprofessional	Explore	04/08/2022	Resignation
Vitali, David	HVAC Technician	Operations	03/11/2022	Resignation

CLASSIFIED REQUESTS

No request at this time

LICENSED STAFF

<u>NEW EMPLOYEES</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>HIRE DATE</u>	<u>REASON</u>
McCord, Casey	Special Education	Achieve	02/22/2022	New Hire

<u>RESIGNATIONS/TERMS</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>TERM DATE</u>	<u>REASON</u>
Columbia, Loretta	Art	York	05/27/2022	Resignation
Crلencic, Erica	Social Worker	Monterey	05/27/2022	Resignation
Daly, Joanie	4th Grade	Mapleton Online	03/10/2022	Resignation
Fiola, Emily	Speech Language	Achieve	05/27/2022	Resignation
Kell, Duke	Math	MEC	05/27/2022	Resignation
Knopf, Benjamin	MS Science	Monterey	05/27/2022	Resignation
Koster, Ellen	5th Grade	Meadow	05/27/2022	Resignation
Merchat, Katelyn	5th Grade	Welby	05/27/2022	Resignation
Noll, Christiana	Special Education	Achieve	05/27/2022	Resignation
Patten, Christine	ELA	GLA	03/11/2022	Resignation
Roche, Mary	Social Studies	MEC	05/27/2022	Resignation
Salmeron, John	MS Social Studies	GIA	05/27/2022	Resignation
Schlatter, Kaytrina	5th Grade	Trailside	05/27/2022	Resignation
Schmidt, Elizabeth	.5 Special Education Teacher	Explore	04/08/2022	Resignation
Schwartz, Daniel	Math	Academy	05/27/2022	Resignation
Shuman, Aaron	5th Grade	York	05/27/2022	Resignation
Smith, Amber	3rd Grade	Meadow	05/27/2022	Resignation
Wilson, Jeffrey	P.E.	York	5/27/2022	Resignation

LICENSED REQUESTS

Georgina Roth, Interventionist at York International School, is requesting to retire effective May 27, 2022.

Michael Page, ELA and Social Studies Teacher at MEC, is requesting to retire effective May 27, 2022.

Beverly Knappe-Byrd, Interventionist at Explore, is requesting to retire effective May 27, 2022.

ADMINISTRATION STAFF

<u>NEW EMPLOYEES</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>HIRE DATE</u>	<u>REASON</u>
<u>RESIGNATIONS/TERMS</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>TERM DATE</u>	<u>REASON</u>
Salazar, Ronald	School Director	Academy	06/30/2022	Resignation

ADMINISTRATION REQUESTS

Kathleen Keelan, Director of Integrated Services, Health Services, is requesting to retire effect June 20, 2022, and transition through the end of the 2022-2023 school year.

SUBSTITUTE TEACHERS/OTHER ON CALL

ADDITIONS

Carroll, Kenna
Colwell, Carianne
Engelhardt, Adrian
Kardi, Abderrahim
Ross, Stephan
Smith, Matthew

DELETIONS

LEAVE REQUESTS

<u>NAME</u>	<u>DATES</u>
Booth, George	02/22/2022 – 05/27/2022
DeNileon, Jennifer	01/27/2022 – 03/09/2022
Hoppis, Karen	02/25/2022 – 03/09/2022
Norton, Michelle	03/12/2022 – 05/31/2022
Powell, Jared	04/15/2022 – 04/29/2022
Ramirez, Emma	03/17/2022 – 04/08/2022
Sandstrom, Sherill	04/14/2022 – 05/27/2022
Stanek, Alyssa	04/14/2022 – 05/27/2022
Trujillo, Marina	03/28/2022 – 04/01/2022
Watson, Tiffany	02/02/2022 – 03/30/2022
Weil, Aaron	03/01/2022 – 05/24/2022

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Erica Branscum, Deputy Superintendent, Talent Management
DATE: March 29, 2022

Policy: Professional Staff Recruiting and Hiring, Policy GCE/GCF
Report Type: Decision Making (Consent)
SUBJECT: Personnel Action (Addendum)

Policy Wording: The Board of Education for Mapleton Public Schools directs the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel.

Policy Interpretation: This policy is interpreted to include monthly updates to the Board on the District's hiring and staffing changes.

Decision Requested: The Office of Human Resources recommends the following personnel information to be approved by Board Action at the regular meeting on the March 29, 2022.

TEACHER CONTRACT NON-RENEWAL

<u>FIRST</u>	<u>LAST</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>YEAR</u>
Marcee	Medina	Achieve	MS Math	1
Jennifer	Nelson	Achieve	IG	1
Jeanine	Zinner	GPA	Art	3
Francis	Bell	Meadow	MS Math	2
Shannon	Littrell	Monterey	2/3	1
Denise	Berg	Monterey	4th	1

ADMINISTRATION STAFF

<u>NEW EMPLOYEES</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>HIRE DATE</u>	<u>REASON</u>
Duran, Angelina	School Director	Adventure	07/01/2022	New Hire
King, Kevin	School Director	Achieve	07/01/2022	Re-Hire

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Brian Fuller, Executive Director of Accountability and Assessment
DATE: March 29th, 2022

Policy: Accreditation, Policy AED
Report Type: Informational
SUBJECT: Measure of Academic Progress (MAP) 21-22 Results

Policy Wording: The Board of Education for Mapleton Public Schools (the "District") believes its primary responsibility is to provide leadership in the area of student achievement. In conjunction with accreditation, the Board is committed to adopting content standards for student learning, achievement performance levels, systems for measuring student achievement, and methods for improving student achievement.

Policy Interpretation: This policy is interpreted to include updates to the Board on the District's student achievement progress within and between school years.

Decision Requested: This is an information-only report. No Board decision is required at this time.

Report: Mapleton uses the Northwest Evaluation Association's (NWEA) Measurement of Academic Progress (MAP) assessment to assess student achievement and growth periodically throughout the school year. MAP assessments are administered in the Fall, Winter, and Spring of each school year and monitor student academic achievement and growth. The Fall and Winter assessments are required for this school year, and the Spring MAP assessment will be optional for schools. The Winter assessment will provide the most accurate representation of student performance for the 2021-22 school year and will likely be the assessment that provides the strongest correlation with student performance on the CMAS assessments that students in grades 3-8 will take in April.

The MAP assessment is an adaptive computerized assessment given in the subject areas of Reading and Mathematics. When taking a MAP test, the difficulty of each question is customized for each student and is based on a student's answers to their previous questions. As a student answers correctly, questions become increasingly difficult, and if a student answers incorrectly, questions become easier. This individual adaptation to each student's learning level creates a personalized assessment experience that allows for precise individual growth and progress measurements.

Assessment results are available immediately after each test. With this immediate feedback, MAP tests provide important information as to how Mapleton students compare to other students across Mapleton schools and across the nation.

Achievement Results:

Achievement data for the District is being reported this evening using the MAP assessments and will highlight the Winter assessments for the 21-22 school year. The metric used to measure student achievement is the median test percentile. The MAP assessment provides each student with a percentile score representing how their test scores measured up against other students in the same grade. The median score for Mapleton is used to measure the performance of the District.

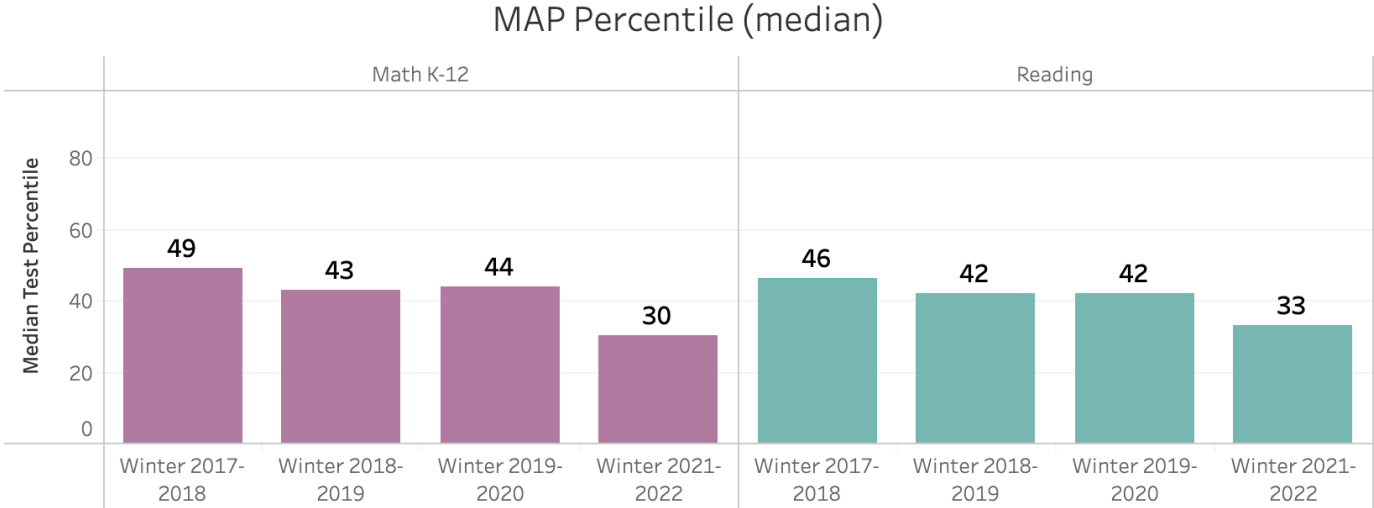
Comparing median test percentiles over time allows for trend identification and comparisons to historical data. A median test percentile of 50 would indicate average achievement performance.

By comparing the median test percentile over time, we gain a greater understanding of where the average (or middle) student is performing in relation to national norms, and we gain the ability to see trends from one test window to the next. It is important to note that all test percentile calculations from NWEA are calculated using pre-COVID normative data. With the use of pre-COVID normative data, we would expect current scores to be lower than pre-COVID test scores as COVID did have an adverse impact on student test scores during the 19-20 and 20-21 school year. It is important to remember the scores reported in this report represent the median or middle student in the District. Mapleton has students scoring in all percentile ranges from 1-99, representing the full range of available test scores.

Elementary Results

During the 2021-2022 school year, median test percentile scores in grades 2-5 were lower for the winter assessment window than that of winter results before the COVID pandemic. During the past school year, students scored lower in relation to pre-COVID performance normed performance levels in both Math and Reading than they did prior to the COVID pandemic.

In the content area of Math, the chart below indicates that the Winter median test percentile was 30, 14 percentile points lower than in the winter of 19-20. Remember, since we are using normed data prior to COVID, this drop is most likely related to reduced instructional time as a result of the COVID pandemic. For Reading, the Winter median test percentile was 33, 9 percentile points lower than historic pre-COVID scores.

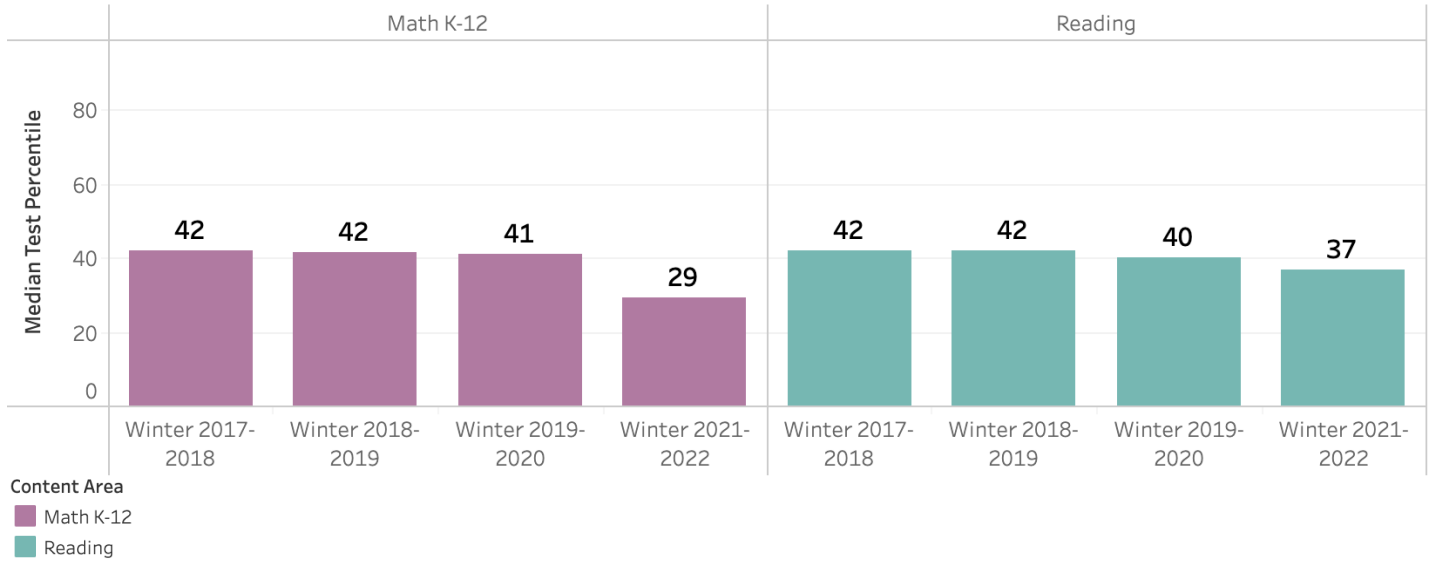


Content Area
 ■ Math K-12
 ■ Reading

Middle-Level Results (Grades 6-8)

Students in grades 6-8 also saw a drop in scores in Math on the Winter MAP assessment with a fall median test percentile of 29, 12 percentile points lower than historical scores would indicate. Reading scores did not appear to be as impacted at the middle level, with a median score of 37, 3 points lower than historical levels.

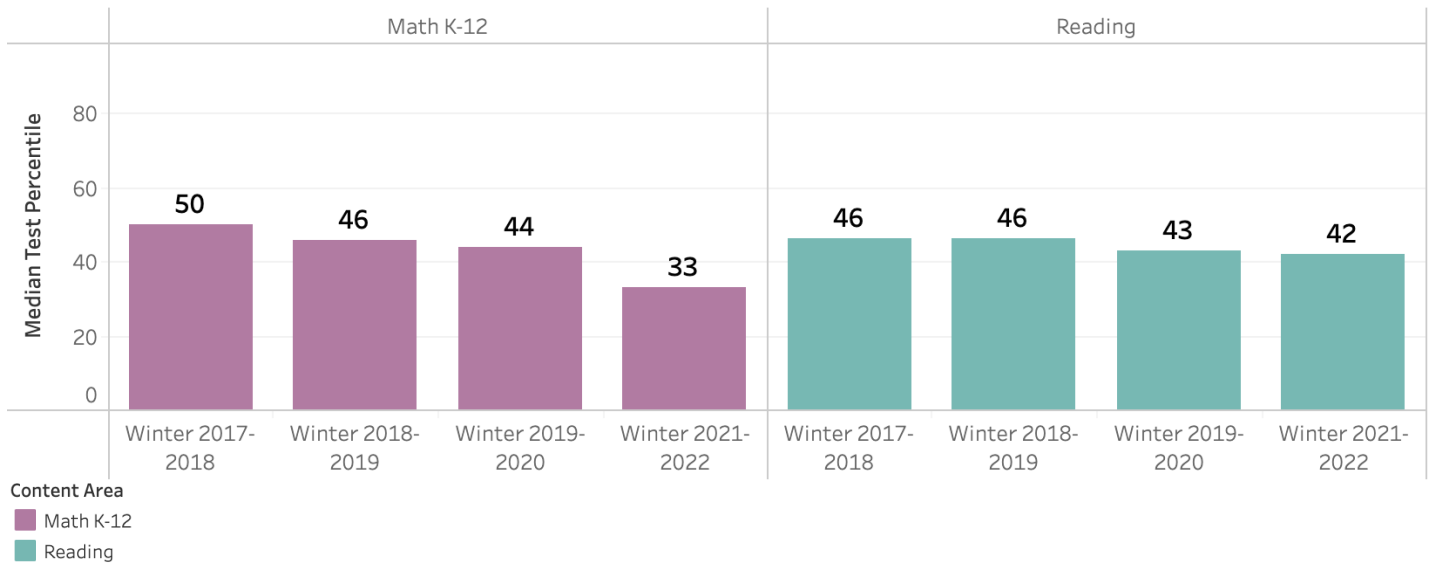
MAP Percentile (median)



High School Level Results (Grades 9,10)

High School students in grades 9 and 10 show a drop in Math with the median percentile score of 33, 11 points lower than pre-pandemic levels. Reading scores were down one percentile point to 42.

MAP Percentile (median)



NWEA MAP results indicate that performance in Math was more impacted than Reading across all grade levels and that students have not yet recovered to pre-pandemic achievement levels. Reading scores appear to be impacted more at the elementary levels than at the middle or high school levels.

Academic Growth:

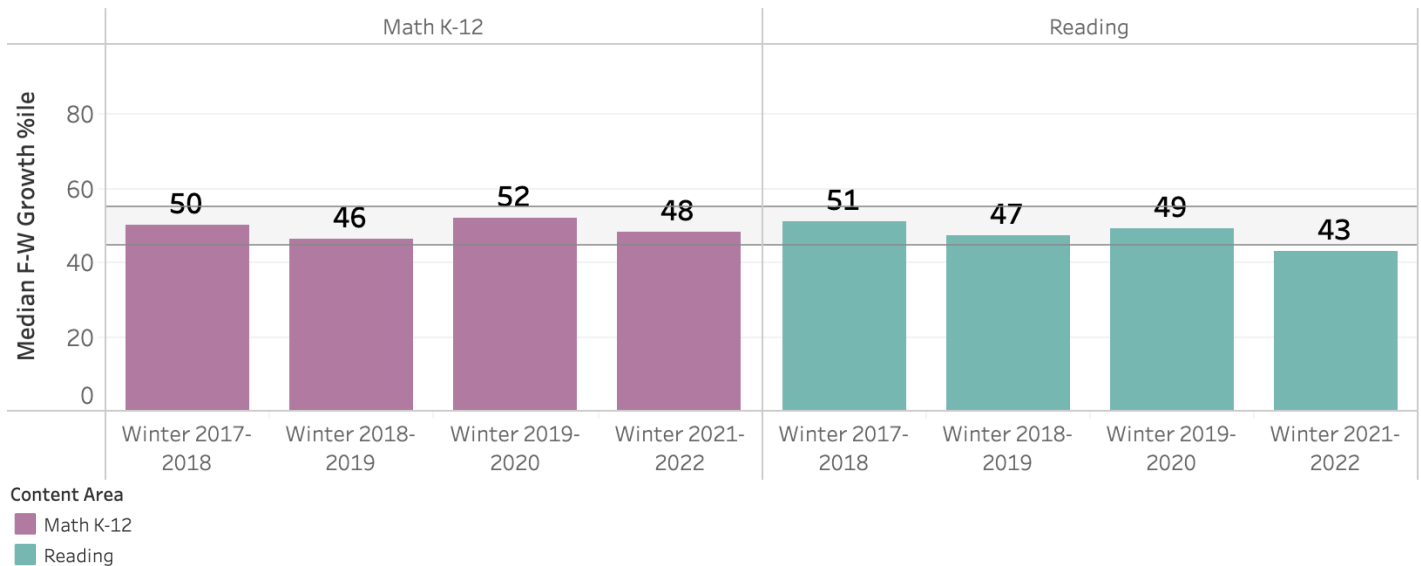
The NWEA MAP assessment also assigns a growth score to students based on the change in their Fall to Winter test scores. Just like test percentiles, growth scores can range from 1-to 99. These growth scores are also normed using pre-pandemic data. However, in the case of growth, the impact of using pre-pandemic norms is minimized due to growth measuring the increase in learning between two time periods in the same year.

When reviewing Growth data, the data will again be reported using the median growth score. A median growth score between 45 and 55 is considered “average” growth. A growth score above 55 is considered high growth, while a growth score below 45 would be low growth.

Elementary Growth (grades 2-5):

The median growth percentile for Math is 48, which falls in the “Average” growth range, while the median growth percentile for Reading is 43. Reading growth fell below average and was also below historical median growth percentiles.

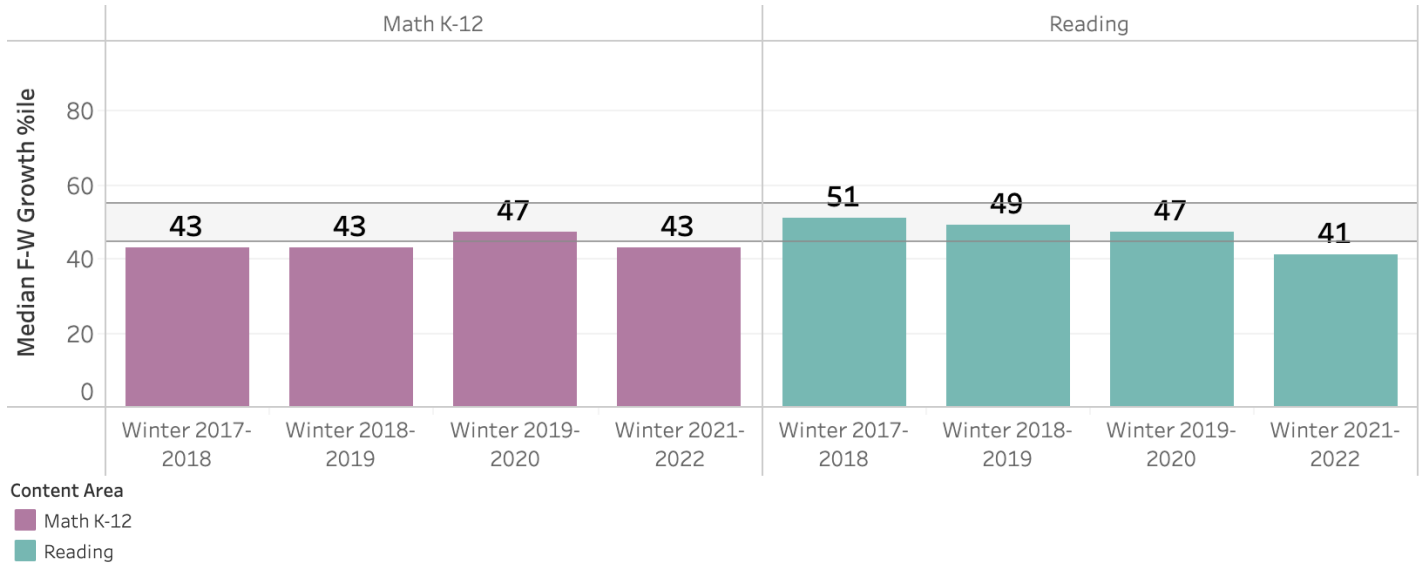
MAP Growth (median)



Middle School Growth (grades 6-8):

The median growth percentile for middle school math for the Winter 2021-2022 testing window was 43. This growth score is just below the average growth range but largely consistent with prior growth levels. Reading growth is reported to have a median growth score of 41, below average, also below historical growth levels.

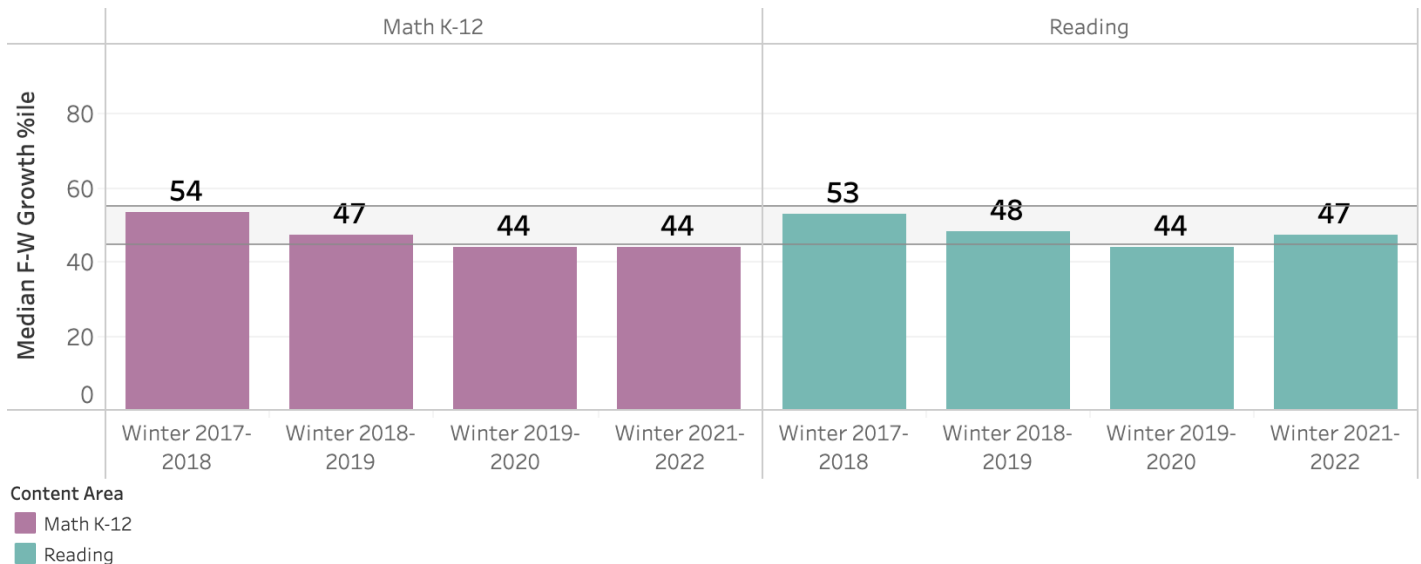
MAP Growth (median)



High School Growth (grades 9,10):

The median growth percentile for Math is 44, which falls below the average range, while the median growth percentile for Reading is 47. At the high school level, growth scores are in-line with historical median growth scores, with math showing a decline over the past five years.

MAP Growth (median)



Conclusion:

It is important to remember the scores presented in this report are scores that are being compared to pre-pandemic student performance. We anticipate new achievement norms being generated by NWEA once they have compiled enough data to produce accurate post-COVID norm

references. This will likely have the impact of increasing our median test percentiles as it is highly likely that the majority of students across the country experienced some impact on achievement levels due to the COVID pandemic.

NWEA MAP scores provide a point-in-time evaluation of student achievement and growth data for the current school year and allow for historical comparisons of data.

Memo

TO: Charlotte Ciancio, Superintendent
FROM: David Sauer, Chief Operations Officer
DATE: March 29, 2022

POLICY: Bidding Procedures, Policy DJE
REPORT TYPE: Decision Making
SUBJECT: Consideration of Nutrition Services Software Vendor

Policy Wording: Policy DJE states all contractual services, professional services, and purchases of supplies, materials, and equipment in the amount of \$75,000 or more shall be formally solicited.

Policy Interpretation: This policy requires board approval for all formal bids prior to award.

Requested: The District's Nutrition Services Department is seeking Board approval to execute a contract with Heartland School Solutions for MCS Software and Meal Viewer.

Report: A formal bid process was completed in November 2021 by Mapleton Public Schools to seek a qualified nutrition software vendor to meet the growing needs of the department and provide an enhanced software experience for students and parents. Two vendors responded. The final selection was made based on price, past performance, and ability to meet the department's desire to enhance the menu experience for the Mapleton community. The district has used MCS Software for several years and will be transitioning to a Cloud-based hosting site for enhanced service. The Meal Viewer enhancement will also bring menu boards to Mapleton school cafeterias and online interactive menus. The Heartland School Solutions' first-year annual spend will be \$46,911 which includes the cost of the menu boards, installation, and migration to the Cloud-based hosting site. Pricing is locked-in for five years, years two through five will be \$32,206 per year. The contract is a one-year term with no limit on additional renewals.

The selection committee's recommendation is to award the Nutrition Services software services contract to Heartland School Solutions.

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Mike Crawford, Sr. Deputy Superintendent
DATE: March 29, 2022

Policy: Qualifications/Powers and Responsibilities of Superintendent, Policy CBA/CBC
Report Type: Monitoring
SUBJECT: Bond Program Update

Policy Wording: Policy CBA/CBC states “The Superintendent shall provide necessary reports to the Board as directed.”

Policy Interpretation: This policy, together with policy FD – Facilities Funding is interpreted as requiring periodic reports to the Board regarding capital projects.

Decision Requested: District administration is providing this report for information purposes only. No decision is requested.

Report:

In November of 2016, voters in Mapleton Public Schools passed a \$150 million bond question in support of improving and replacing school facilities within the District. These funds have been leveraged to collect additional dollars through investment earnings, premiums, developer fees, and grant programs. In total, this will result in an investment of approximately \$213 million into District school buildings over a six-year period. At present, approximately 90 percent of the capital program is complete.

In April 2021, the Board reviewed a list of bond expenditures on completed projects which included:

- Welby Community School addition, renovation, and Learning Park installation (\$11.5 Million)
- Adventure Elementary new building (\$20.1 Million – BEST Project)
- Skyview Campus athletic and infrastructure enhancements (\$2.4 Million)
- Trailside Academy new building (\$20 Million)
- Idea Lab/Big Picture remodel (\$8 Million)
- Global Primary Academy new building (\$17.5 Million)
- Global Intermediate Academy and campus library new building (19.3 Million – BEST Project)
- Global Leadership Academy and the John Dewey Student Center new building (\$20.5 Million)
- Explore PK-8 new building and Learning Park installation (\$23 Million)
- Preschool on Poze renovation (\$1.7 Million)
- A number of smaller projects at other schools (such as Achieve, Meadow, and York) to support health, safety, security, and enhanced learning.

Since the April report, the District has made substantial progress on the next group of projects as follows:

- Construction of the **Mapleton Arts Center** to house performance and gallery spaces as well as instructional spaces for performing arts instruction was completed in July of 2021 (\$23 Million).
- An addition and renovation project at **Monterey Community School** including a new gym, music room, and playground, and remodeled library, cafeteria, office, and classroom spaces reached substantial completion just prior to the 2021-2022 school year (\$14.5 Million – BEST Project.) Currently, tennis courts, a walking path/fitness circuit, and outdoor seating areas are being installed through a partnership with Adams County Open Space.
- The garden level at the Broadway building was remodeled and furnished to include accommodations for **Mapleton On-Line** (\$1 Million).
- Construction will conclude this spring on a new project-based learning school to replace the **Valley View** school building. An Adams County Open Space grant is helping to fund a fully inclusive playground on the site. The new facility will open fall of 2022 (\$24.3 Million – BEST Project).

Upcoming Projects:

- A few smaller projects will complete the bond program. These will include the design of a fieldhouse for the District stadium and items like shade and fencing at schools.
- Some funds may also be spent on conceptual plans for future projects.

Community feedback regarding these capital investments continues to be very positive, and community stakeholders continue to be involved in planning for future investments.

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Brian Fuller, Executive Director of Accountability
DATE: March 29, 2022

Policy: Accountability/Commitment to Accomplishment, Policy AE
Report Type: Monitoring
SUBJECT: DAAC Report

Policy Wording: In accordance with State law, the Board shall appoint a School District Accountability Committee. The District Accountability Advisory Committee (DAAC) shall have those powers and duties prescribed by State law. The Board and the DAAC shall, at least annually, cooperatively determine the areas of study, in addition to budget preparation, that the DAAC shall provide input, and on which it may make recommendations to the Board.

Policy Interpretation: This policy is interpreted to include monthly updates to the Board regarding the proceeding of DAAC meetings.

Decision Requested: District administration is providing this report for information only. No decision is requested this evening.

Report: In March, 11 members of DAAC convened to learn about upcoming events in Mapleton, learn about and provide feedback on a letter of interest for a CTE Pekins grant the District plans to submit, and to learn about the survey results from the recent district survey of employees, students, and parents/guardians.

The meeting began by welcoming everyone and starting with an ice breaker activity. The first agenda topic for the evening was to discuss Perkins grant opportunities. Michell Ansley, Chief Academic Officer for Mapleton Public Schools, presented information about the Career and Technical Education (CTE) Perkins grant opportunities and gathered feedback from the DAAC concerning submitting a letter of interest for a future application for a possible Perkins grant. DAAC's comments were unanimously positive for providing students opportunities for career exploration and support the District to submit a letter of interest for potential future Perkins grant opportunities.

The second half of the meeting focused on reviewing the survey results from the recent survey of employees, students, and parents. The goal of this survey was to examine the opinion and perceptions of the school district within our community. DAAC members were given the summary of findings and reviewed the 15 key findings from the survey. DAAC members mentioned possible alignment with the earlier CTE presentation and key findings #3 and #5: "students wanting more variety in course offerings" and "students wanting more guidance for post-high school planning." DAAC members were also provided a link to the district webpage where the entire survey report was published.

The DAAC meeting concluded with a brief discussion about possible correlations between the TLCC survey and the recent district survey and survey completion rates. Following these discussions, the meeting concluded.

The next DAAC meeting will be held on Tuesday, April 19th, 2022, from 4:30 to 6:00 P.M. as an online meeting using the Microsoft Teams platform. Additional meeting dates will be added if and when DAAC participants request additional time to understand and comment on specific topics.

Memo

TO: Charlotte Ciancio, Superintendent
FROM: Brian Fuller, Executive Director of Accreditation and Assessment
DATE: March 29th, 2022

Policy: Accreditation, Policy AED
Report Type: Informational
SUBJECT: Cognia Readiness Review

Policy Wording: The Board of Education for Mapleton Public Schools (the “District”) believes its primary responsibility is to provide leadership in the area of student achievement. To foster greater accountability and enhance improvement in student achievement, the Board shall enter into an accreditation contract with the State Board of Education regarding District accreditation and shall accredit the schools within the District.

Policy Interpretation: This policy is interpreted to include updates to the Board of Education relating to the accreditation of Mapleton Public Schools.

Decision Requested: District administration is providing this report as an information-only report. No decision is requested this evening.

Report:

This report will provide an update on the status of obtaining district accreditation from Cognia. In early 2020, Mapleton began the process of seeking accreditation from Cognia, and this report will provide an update on the current status of this process.

Cognia is a non-profit, non-partisan organization that conducts external reviews of public and private schools and school systems across the United States and more than 70 other countries. The organization focuses on instruction and continuous improvement processes and will complement the Colorado Department of Education’s Accountability and Accreditation process, which is currently paused due to COVID.

Cognia, formerly known by the name AdvanceED was created through a merger of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both of which were founded in 1895 and are now part of Cognia. These two organizations, which are now part of Cognia, have been in providing accreditation to educational institutions for over 125 years.

In late January of 2022, Mapleton participated in a System Accreditation Engagement Review with Cognia. During this review, representatives from Cognia meet with the

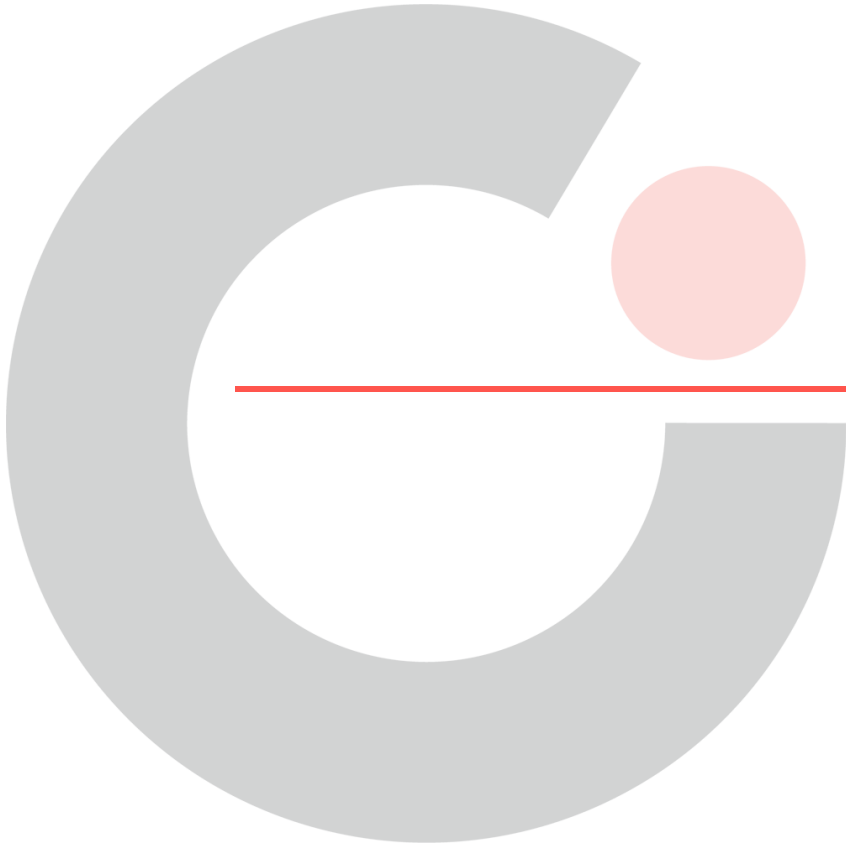
district leadership team, a member of the Mapleton Board of Education, a group of building directors, two groups of teachers, two groups of students, and a group of parents. This Engagement Review's focus was to evaluate how well Mapleton compared to a set of rigorous, research-based standards that Cognia utilizes to evaluate systems. Cognia's review team assessed Mapleton's practices based on the Cognia Standards through a review of documentation Mapleton provided to Cognia as well as through interviews with the stakeholders, as mentioned earlier.

A couple of weeks ago, Mapleton received our System Accreditation Engagement Review report summarizing the finding from the Cognia review team. This report indicated Mapleton was scoring at the highest level of "Impacting" on the majority of the Cognia Standards. Cognia assigns numerical scores for all systems using an Index of Education Quality (IEQ) score that ranges from 100 to 400 points. Over the past five years, the average score for institutions engaging with Cognia for an Engagement review was approximately 280 points. Mapleton received an IEQ score of 356.45. To put this score in context, our representative from Cognia stated that this was the highest score he has seen in his ten years with Cognia.

The next step in obtaining national Accreditation status from Cognia will be for the Cognia Global Accreditation Commission, the Cognia group that formally approves accreditation, to make a formal decision at their next meeting to Accredite Mapleton Public Schools. We anticipate our report will go before the commission at their next meeting that will be held this summer. Mapleton can expect to hear the final decision on Accreditation from Cognia in late July or early August. Given the contents of our report and the IEQ score the report contained, it is likely Mapleton will earn national accreditation from Cognia. Notification from Cognia of the accreditation decision will occur over the summer.

Mapleton is on track with the pursuit of accreditation through Cognia and should celebrate the findings in this report. Based on the Engagement review report provided to Mapleton, we believe that we have an excellent chance to earn national accreditation through Cognia.

The information is presented for discussion purposes—no Board action is requested at this time.



Mapleton Public Schools

Denver, Colorado

January 24 - 27, 2022

System Accreditation Engagement Review

316198

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	

Leadership Capacity Standards										Rating
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	
2.8	The system provides programs and services for learners' educational futures and career planning.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	

Learning Capacity Standards										Rating
2.9	The system implements processes to identify and address the specialized needs of learners.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	2	EM:	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	1	EM:	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

Resource Capacity Standards											Rating
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	356.45	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Cognia Engagement Review Team conducted an Engagement Review for the Mapleton School District. During the review, the team developed several themes to support the system's continuous improvement journey.

The system demonstrates a profound commitment to the vision and mission and has aligned resources, training, and programs to meet the goals of its continuous improvement process. The overall mission of the system (a mission that the system has in many parts made a reality) is to guarantee that each unique learner can achieve their goals and contribute to their community and country. During the overview of the district by the executive leadership team, participants described their role in terms of achieving the mission and celebrated the system's accomplishments. Those accomplishments were aligned directly with the goals of the system, which include creating a "small by design" school environment that offers learners choices regarding how they want to learn, areas of curriculum that they wish to pursue, and environments that are intentionally created so that each stakeholder has an opportunity to connect to the learning environment. High schools are intentionally limited to 400 students or less, and elementary schools are even smaller than that. This purposeful and committed investment in creating authentic relationships between school stakeholders is the direct result of leadership and community joining together to focus on the importance of student agency and opportunity. The system's continuous improvement plan is supported by the University of Virginia's LIFT plan, which has been instrumental in helping the system improve student performance through initiatives such as Response to Intervention (RTI) and Multi-tiered System of Supports (MTSS) training, engagement of learners through active instruction, and communicating with all appropriate stakeholders the progress of the individual learner. Additionally, the system is deeply committed to staff retention and attracting high-quality team members through salary increases and a positive and nurturing working environment. The team noted that staff retention is very high, and almost every position in the classrooms was staffed. In the pandemic environment, this accomplishment is worthy of celebration and praise, and the team congratulates the system leadership on their superior work in ensuring learners have excellent teachers. While all teachers and staff are actively supported by leadership and

colleagues, the team suggests that the system further develop a formalized mentoring program for new hires that include a designated mentor and a series of professional development opportunities for those teams to meet, reflect, and support each other as they acclimate to the school environment.

The system strategically engages all stakeholders to provide input and value to the continuous improvement process. The team was provided the opportunity to speak with many parents during the engagement review. Parent involvement ranged from participation on the site councils for their schools to parents who were not as actively involved but thoroughly informed about school and district news, events, and learner performance. Additionally, parents were also involved in system-wide committees such as the construction committee, which is tasked with physical site renewal and new builds. Additionally, teachers and staff members are included in the site councils to assist the leadership in achieving school goals. The team felt strongly that the system leadership was leveraging all stakeholders effectively to not only keep them informed but bring them into the decision-making process so that the system could enjoy the benefits of collaborative leadership. Student agency is a major focus for the system, and to support this, students are provided extensive opportunities for choosing their school and learning environment. The team was very impressed with how the school board operates and facilitates the system leadership to implement its strategic plan. Aware of their roles and responsibilities, the school board is an exemplar of how an effective board should operate and support a system. The team commends the system for its engagement of stakeholders and suggests that a formalized system of stakeholder surveys be considered so that longitudinal data can be analyzed, published regularly, and celebrated.

Learners are the central focus of the system's decisions, programs, and organizational goals. During the system overview, the team noted how every initiative and goal was directly related to learner success. The overall design of the schools in the system is "small by design." That means that the schools are tailored to small learning environments, specific specialties (such as arts, college preparatory, or International Baccalaureate®), and are staffed so that every student has the opportunity for an authentic mentorship experience that includes student-to-teacher and student-to-student opportunities. During student interviews, many students commented on how this was valued and had an impactful effect on where they chose to attend school. The team learned that around 40% of the students in Mapleton come from outside of the system's boundaries. This enrollment data suggests that Mapleton effectively promotes the school system and supports and delivers quality instruction and attractive learning environments. This model also facilitates teacher effectiveness as well, as teachers can develop collegial relationships, including well-developed and sophisticated professional learning community teams. Utilizing effective professional learning community (PLC) data teams, teachers can provide extensive RTI practices and provide reteaching experiences that are meaningful and effective. To further support learners, the system has implemented a one-to-one technology program so that every student has access to digital learning materials. This was not solely in response to the pandemic but a focused effort to support learning needs and learning styles. The system has poured its energy, resources, and expertise into providing every possible advantage for the students in Mapleton. To further support the system's success at its mission, the team suggests that a formalized system of data gathering be developed and implemented that would provide feedback on Mapleton graduates as to their post-graduate experiences - be it college, entrance into the workplace, or service to the country.

The system has created and sustained a culture that is committed to leveraging data to support learner improvement and organizational outcomes, although the collection, utilization, and alignment of longitudinal data is in a developmental stage. During the system overview, the leaders emphasized that they were intent on long-term success over short-term, unsustainable impacts. To align with this philosophy, the leadership has initiated major efforts to leverage data from multiple sources and harness the power of that information to drive decision-making and increase student and organizational

performance. One of those initiatives has been to set up data teams at each school that are dedicated to using student performance information to adjust instruction, provide interventions, and reteach when appropriate. These data teams are integrated into the PLC programs and meet regularly. Teachers interviewed reported that these data teams focus on the individual learner and are profoundly helpful in providing instructional support. The teams are also utilizing interim assessment data, summative assessment data when appropriate, and oftentimes qualitative data such as classroom behaviors and individual assignments. The team commends these efforts and was provided evidence through interviews and documentation that these sessions were implemented across the entire system. Leaders at the schools also utilize annual evaluation data to steer professional development sessions. Evaluations include classroom observations but also include specific goals established collaboratively by site leadership and teachers based on individual skills and needs. This evaluation data is then collected and used to report progress not only on teacher effectiveness but also contributes to the 90-day improvement plans that the system has implemented. The 90-day plans are integral to the University of Virginia LIFT plan to improve student achievement. The plans are also a major part of how the system's leadership evaluates and maintains high-quality schools system-wide. The heart of a Systems Engagement Review is how the central leadership moves the entire organization toward achieving the system's goals and ensures consistent quality from site to site. The team was provided evidence of this quality assurance process and was convinced that while relatively new, it was an outstanding practice that would provide accurate and relevant data about school performance. Many of the initiatives discussed above are in the developmental stage: the system has employed these practices for just over a year and has yet to collect longitudinal data over the course of three years. Additionally, the system has not completely aligned the site-based 90-day plans into a comprehensive form that could provide an overall picture of district performance. The team suggests that the system stay the course – the longitudinal data will flow as the system proceeds along the excellent path it has started. By continuing to formalize the reporting mechanisms established by creating standard operating procedures (SOPs), the system will indeed have strong indications on how the strategic plan is creating positive results for the learners.

The team congratulates Mapleton Public Schools for its investment and dedication to the students served and wishes the system success on its continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
William Nelson, Lead Evaluator	William P. Nelson has served as a teacher, school administrator, and district director. He is currently the Senior Director of Volunteer Services for Cognia. He specializes in utilizing school data to leverage continued school and district improvement. Mr. Nelson has been a team member on many engagement reviews and a Lead Evaluator on systems reviews and has led many school Engagement Review Teams for public, private, corporate, and charter schools.
Alan VanNorman	Director
Russell Warwick	Principal

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