

MITCHELL MARAUDERS

The 5 Pillars of Turnaround:

1. Community Engagement
2. Culture Design/Shift
3. Distributive Leadership Capacity
4. Quality Instruction
5. Talent Development

Working Norms:

1. Stay Engaged
2. Speak Your Truth
3. Expect and Accept Non-Closure
4. Pay Attention to Patterns of Participation
5. Contextual Confidentiality

The 13 Behaviors of High Trust:

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Get Better
8. Confront Reality
9. Clarify Expectations
10. Practice Accountability
11. Listen First
12. Keep Commitments
13. Extend trust

A – Achievement

C – Courage

C – Caring

E – Excellence

P – Perseverance

T – Teamwork

Mission: *We dare to empower the whole student to profoundly impact our world.*

Vision: *Our vision is to operate in a culture that builds, maintains, and restores trust as defined by sincerity, competence, reliability, and care; to offer a first-class school to our community that prepares all students for post-secondary readiness, college and career.*

School Accountability Committee (SAC) Agenda			
Item	Time	Talking Points	Leader
Sign-in and Greeting	5	Welcome and Introductions	All
SAC Chair & Vice Chair Report	10	- DAC Report - BOE Report	Mouchette
Important Dates	10	8/16 1 st Quarter Start 8/21 – 9/5 Fall Star Benchmark Test Window 9/4 Labor Day: District Closed 9/5 – 9/9 Homecoming Spirit Week 9/7 United Way Food Distribution 9/15 – 10/15 National Hispanic Heritage Month 9/18 – 10/6 Fall Panorama (SEL) Survey Window 9/21 United Way Food Distribution 9/22 District Professional Development Day 10/5 United Way Food Distribution 10/12 1 st Quarter End 10/12 SAC Meeting	Smith
SAC Timeline	15	- Review of CDE Accountability Timelines	All
SPF Review	15	- 2022 SPF and 2023 SPF comparison	All
Close	5	Conclusion	
Network Access	Waiting on update		



Colorado Springs School District 11 Board of Education Approved Meeting Dates for 2023/2024

Notice is hereby given that Board Meetings for the 2023/2024 school year will be held on Wednesdays on the following dates:

August 2, 2023 Work Session
August 9, 2023
August 16, 2023*
August 23, 2023

*** (August 30, 2023 is a fifth Wednesday)*

November 1, 2023 Work Session
November 8, 2023
November 15, 2023*

(Thanksgiving Break: November 20-24)

*** (November 29, 2023 is a fifth Wednesday)*

February 7, 2024 Work Session
February 14, 2024
February 21, 2024*
February 28, 2024

May 1, 2024 Work Session
May 8, 2024
May 15, 2024*

Graduations: May 21 & May 22

RJWAC: TBD

*** (May 29, 2024 is a fifth Wednesday)*

September 6, 2023 Work Session
September 13, 2023
September 20, 2023*
September 27, 2023

**December 6, 2023 Work Session/
followed by Special Meeting**
December 13, 2023
December 20, 2023*

(Winter Break: December 21 – January 2)

March 6, 2024 Work Session
March 13, 2024
March 20, 2024*

(Spring Break: March 25 - 29)

June 5, 2024 Work Session
June 12, 2024
June 19, 2024*
June 26, 2024

October 4, 2023 Work Session
October 11, 2023
October 18, 2023*
October 25, 2023

January 3, 2024 Work Session
January 10, 2024
January 17, 2024*
January 24, 2024

*** (January 31, 2024 is a fifth Wednesday)*

April 3, 2024 Work Session
April 10, 2024
April 17, 2024*
April 24, 2024

(Last day of school: Elementary - May 21; Middle and High School - May 24; Memorial Day - May 27)

<u>Meeting:</u>	<u>Location:</u>	<u>Start time: (unless otherwise noted)</u>
Regular Board Meeting	Administration Building, Boardroom 1115 N. El Paso Street, Colorado Springs, CO, 80903	5:30 p.m.
Work Session	Administration Building, Boardroom	4:00 p.m.
*Special Meeting or Work Session	Administration Building, Boardroom	(as needed)
** Optional Board Meeting or Work Session on 5 th Wednesday's	Administration Building, Boardroom	(as needed)

Meetings will be live streamed at <https://www.d11.org/TV>

Approved (05/10/2023)

DAC Meeting Schedule

2023-2024

Date	Time	Location
August 17, 2023	6:00 – 8:00pm	Tesla, Room 116
September 21, 2023	6:00 – 8:00pm	Tesla, Room 116
*October 19, 2023	6:00 – 8:00pm	Tesla, Room 116
November 16, 2023	6:00 – 8:00pm	Tesla, Room 116
January 18, 2024	6:00 – 8:00pm	Tesla, Room 116
February 15, 2024	6:00 – 8:00pm	Tesla, Room 116
March 21, 2024	6:00 – 8:00pm	Tesla, Room 116
April 18, 2024	6:00 – 8:00pm	Tesla, Room 116
May 16, 2024	6:00 – 8:00pm	Tesla, Room 116

*Board Candidate Forum

5948: Mitchell High School | 1010: Colorado Springs 11

Grade Levels: H - (1 Year)

Plan Type
Official Rating based on 1-Year SPF Report
Turnaround Plan: Low Participation
33.3/100
Points Earned

Year 4^

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	25.0%	7.5/30	Does Not Meet
Academic Growth	34.3%	13.7/40	Does Not Meet
Postsecondary & Workforce Readiness	40.4%	12.1/30	Approaching

Assurances

Accountability Participation Rate

Does Not Meet 95%

Test Participation Rates*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	780	687	88.1%	17	90.6%	Does Not Meet 95%
Math	780	687	88.1%	17	90.0%	Does Not Meet 95%
Science	206	173	84.0%	3	85.2%	Does Not Meet 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
High	Academic Achievement	25.0%	7.5/30	Does Not Meet	33.3%	Turnaround
	Academic Growth	34.3%	13.7/40	Does Not Meet		
	Postsecondary & Workforce Readiness	40.4%	12.1/30	Approaching		

Performance

Improvement

 Priority Imp **33.3%**

Turnaround

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

Performance Plan:

53.0% - 100%

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

Turnaround Plan:

0.0% - 33.9%

Insufficient State Data:

No reportable achievement and growth data.

(-) 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.

5948: Mitchell High School | 1010: Colorado Springs 11

Grade Levels: H - (1 Year)

Plan Type
Official Rating based on 1-Year SPF Report
Priority Improvement Plan
35.5/100
Points Earned
Year 5

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

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	25%	7.5/30	Does Not Meet
Academic Growth	45.5%	18.2/40	Approaching
Postsecondary & Workforce Readiness	32.7%	9.8/30	Does Not Meet

Assurances

	Rating
Accountability Participation Rate	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	649	601	92.6%	35	98.2%	Meets 95% Participation
Math	649	601	92.6%	35	97.9%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Low Total Participation
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
High	Academic Achievement	25%	7.5/30	Does Not Meet	35.5%	Priority Improvement
	Academic Growth	45.5%	18.2/40	Approaching		
	Postsecondary & Workforce Readiness	32.7%	9.8/30	Does Not Meet		

Performance
Improvement
35.5%
Priority Imp
Turnaround

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

Performance Plan:

53.0% - 100%

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

Turnaround Plan:

0.0% - 33.9%

Insufficient State Data:

No reportable achievement and growth data.

(-) 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 the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

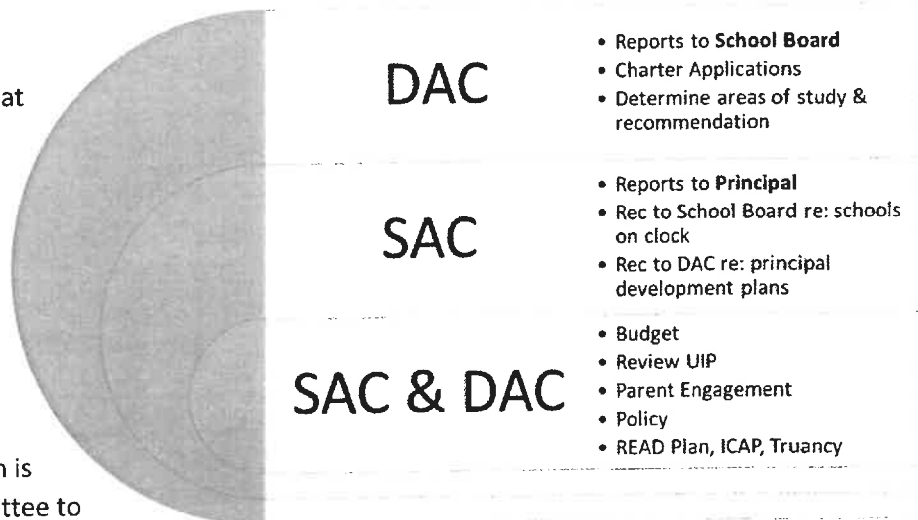
Accountability Committee Timelines

School Accountability Committees (SACs) are responsible for a number of annual activities including providing recommendations to principals regarding budget, progress monitoring implementation of the unified improvement plan (UIP), implementing the parent engagement policy, committee recruitment, and engagement in READ plans, Individual Career and Academic Plans (ICAP), and plans to addressing truancy.

Guiding Principles for SAC

Committees have many options on what topics to cover, how deep to engage, and what areas to prioritize in their limited time. Considering this, keep in mind the primary benefits and feedback opportunities the committee provides. The committee should focus on:

- *Context setting and preparation.* What information is most important for the committee to know in order to provide feedback?
- *Sharing multiple perspectives.* Provide a variety of opportunities and formats for engagement. Allow for individuals to share values and vision based on their unique culture, position, and situation.
- *Problem solving.* Collaborative, solutions-oriented brainstorming around existing challenges and collective solutions. Discussions of how leadership and membership can implement next steps in their roles.
- *Progress monitoring.* Mutual accountability can ensure stated goals are on track or need modification.



Annual Timelines

The following sections provide recommendations for what time of year committees may engage in these activities. For additional guidance, visit the [SAC/DAC website](#).

May-July Activities

- Nominate a new chair, determine the schedule, and recruit for new membership, including direct invitations, advertisements, and leveraging personal networks.
- Develop the new member onboarding plan (e.g., mentorship, resource review, question and answer sessions).
- Review bylaws and operating procedures to determine if any adjustments should be made.
- Discuss the final budget for the upcoming year.
- Review and provide feedback on the Unified Improvement Plan (UIP) for the upcoming school year using the quality criteria. This may include collaborating on data review to identify trends or using trends to prioritize performance challenges.

August-October Activities

- Determine the schedule and areas of focus for the upcoming year and revisit committee resources, communication plan, and training materials.
- Implement onboarding plan for new members
- Elect the chair (and officers, if applicable).
- Recruit additional members if the committee does not have a representative population.
- Review the SPF and DPf, results of state and local assessments, and non-assessment data (e.g., survey, engagement data).
- Review and provide feedback on the UIP before it is submitted **October 15** using the quality criteria. Committees may focus on verifying challenges using benchmark data or the SPF, providing feedback or context on the root cause analysis, or reflecting on the contextual fit of the identified strategies.
- If the school is implementing a performance plan, the school may have biennial submission flexibility. If so, the accountability committee should review year 2 of implementation of the UIP.
- For schools directed to implement a Priority Improvement and Turnaround plan—publicize the SAC’s public meeting to discuss the UIP (see sidebar).
- Review the district’s parent engagement policy and brainstorm activities to support implementation.

SAC Composition

- The principal or the principal’s designee
- At least one teacher
- At least three parents of students enrolled in the school
- At least one adult member of a PTSA
- At least one community member

Representatives must

- Reflect student population
- Not be employed by the district/school
- Have a chair or co-chair that is a parent

November-January Activities

- Review progress implementing the UIP and discuss any mid-course adjustments that should be made based on progress monitoring of adult and student interim data.
- Continue to support implementation of the parent engagement policy.
- If applicable, assist the school in increasing engagement in creating students’ READ plans.
- If applicable, review truancy data and provide feedback on plans to address habitual truancy.
- Review current year budget and discuss implications and plans for the upcoming school year.

February-April Activities

- Review progress implementing the UIP and discuss any mid-course adjustments that should be made based on progress monitoring of adult and student interim data.
- Review results of survey and non-assessment data (e.g., TLCC Survey, Healthy Kids Colorado) or the results of any diagnostic reviews.
- If applicable, assist the school in increasing parent engagement with ICAP.

Schools implementing a Priority Improvement or Turnaround

Plan: Accountability Committees have additional expectations to support schools with a Priority Improvement or Turnaround Plan type.

The district must notify parents of the students enrolled in the school within 30 calendar days of receiving initial plan type assignment and the date, time and location of the public meeting of the School Accountability Committee (SAC) to provide input on the plan.

The SAC is expected to meet to provide input on the improvement plan prior to the public hearing.