

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	10	Welcome and Introductions of new participants	All
Principal Notes	40	Important Dates - See handout State Accountability - SRP Report 2024 (MHS website: improvement resources) - Recommendation: Innovation - Awaiting SPF 2024 (MHS website: improvement resources) Unified School Improvement Plan (USIP) 2024 - MIS1, MIS2, MIS3 - See handout Update: Innovation Waivers - MHS Incentive Pay - MHS PFP - Staffing Stability Initiative	Smith
SAC Chair & Vice Chair Report	40	- DAC Report - BOE Report - SAC Timeline and Composition - o Increased parental involvement - o Parent chairperson - o Day/time change/vote	Bibbs/ Mouchette
Follow-up Items	MHS Marketing: D11 Support and Strategic Plan (J. Wise)		
Guest Network Access	Network: D11_Secure Network User Name: d11guest@d11.org Password: Le@rning2324		

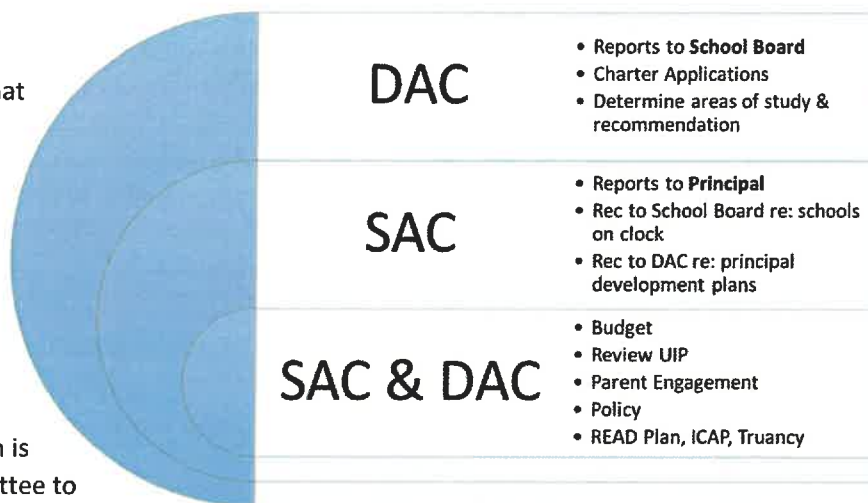
Accountability Committee Timelines

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.

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

- 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](#).

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.

MHS IMPORTANT DATES_8/12/24 - 9/12/24

Subject	Start Date	End Date
Fall Athletics Start	8/12/2024	8/13/2024
1st Quarter Start: 9th Launch	8/12/2024	8/13/2024
In Person Student Count #1	8/13/2024	8/14/2024
Blue Day	8/13/2024	8/14/2024
Fall Benchmark Testing	8/13/2024	8/21/2024
First Day All Grades	8/13/2024	8/14/2024
Fall Benchmark Testing	8/13/2024	8/22/2024
Student ID Pictures - Grades 9-12	8/14/2024	8/15/2024
Orange Day	8/14/2024	8/15/2024
United Way Food Distribution (8:30 AM - 1P PM)	8/15/2024	8/16/2024
Blue Day	8/15/2024	8/16/2024
Fall Athletics Parent Meeting	8/15/2024	8/15/2024
Orange Day	8/16/2024	8/17/2024
Marauder Pride Day	8/16/2024	8/17/2024
CCRC/Advisory - 10th Grade Class Meeting	8/16/2024	8/16/2024
Blue Day	8/19/2024	8/20/2024
After-School Tutoring	8/19/2024	8/19/2024
SRP: Fire/Evacuation Drill	8/19/2024	8/19/2024
PLC: Common PLC	8/19/2024	8/19/2024
PLC: General Assembly	8/19/2024	8/19/2024
PLC: Common PLC	8/19/2024	8/19/2024
PLC: General Assembly	8/19/2024	8/19/2024
After-School Tutoring	8/20/2024	8/20/2024
Blue Day	8/20/2024	8/21/2024
Back to School Night	8/20/2024	8/20/2024
After-School Tutoring	8/21/2024	8/21/2024
Orange Day	8/21/2024	8/22/2024
CCRC/Advisory - 11th Grade Class Meeting	8/21/2024	8/21/2024
Fall Benchmark Testing Makeup	8/22/2024	8/29/2024
After-School Tutoring	8/22/2024	8/22/2024
Blue Day	8/22/2024	8/23/2024
ILT Team: Benchmark Data Review	8/22/2024	8/23/2024
Fall Benchmark Testing Makeup	8/22/2024	8/29/2024
CCRC/Advisory - 12th Grade Class Meeting	8/23/2024	8/23/2024
Orange Day	8/23/2024	8/24/2024
Marauder Pride Day	8/23/2024	8/24/2024
Orange Day	8/26/2024	8/27/2024
Tardy Stings Start	8/26/2024	8/27/2024
Deadline: Student Schedule Changes	8/26/2024	8/27/2024
After-School Tutoring	8/26/2024	8/26/2024
College/Career Spirit Day	8/26/2024	8/27/2024
Grades Update: On-Track/Eligibility	8/26/2024	8/26/2024
PLC: Common PLC	8/26/2024	8/26/2024
PLC: General Assembly	8/26/2024	8/26/2024
PLC: Common PLC	8/26/2024	8/26/2024
PLC: General Assembly	8/26/2024	8/26/2024

MHS IMPORTANT DATES_8/12/24 - 9/12/24

After-School Tutoring	8/27/2024	8/27/2024
In-Person Student Count #2	8/27/2024	8/28/2024
Blue Day	8/27/2024	8/28/2024
After-School Tutoring	8/28/2024	8/28/2024
Orange Day	8/28/2024	8/29/2024
CCRC/Advisory	8/28/2024	8/28/2024
After-School Tutoring	8/29/2024	8/29/2024
Blue Day	8/29/2024	8/30/2024
SRP Drills	8/29/2024	8/30/2024
SRP Drills Hold/ Secure / Evacuation	8/29/2024	8/29/2024
MHS SAC Meeting	8/29/2024	8/29/2024
SRP-Drills: Hold/Secure/Evacuation/Lockdown	8/30/2024	8/31/2024
In-Person Student Count #3	8/30/2024	8/31/2024
Orange Day	8/30/2024	8/31/2024
Marauder Pride Day	8/30/2024	8/31/2024
CCRC/Advisory	8/30/2024	8/30/2024
SRP Lockdown	8/30/2024	8/30/2024
National Preparedness Month	9/1/2024	10/1/2024
After-School Tutoring	9/2/2024	9/2/2024
Labor Day: District Closed	9/2/2024	9/3/2024
After-School Tutoring	9/3/2024	9/3/2024
Grades Update: On-Track/Eligibility	9/3/2024	9/3/2024
Blue Day	9/3/2024	9/4/2024
After-School Tutoring	9/4/2024	9/4/2024
Orange Day	9/4/2024	9/5/2024
CCRC/Advisory	9/4/2024	9/4/2024
United Way Food Distribution (8:30 AM - 1P PM)	9/5/2024	9/6/2024
After-School Tutoring	9/5/2024	9/5/2024
Blue Day	9/5/2024	9/6/2024
ILT Team	9/5/2024	9/6/2024
Orange Day	9/6/2024	9/7/2024
Marauder Pride Day	9/6/2024	9/7/2024
CCRC/Advisory	9/6/2024	9/6/2024
Blue Day	9/9/2024	9/10/2024
After-School Tutoring	9/9/2024	9/9/2024
Grades Update: On-Track/Eligibility	9/9/2024	9/9/2024
PLC: Common PLC	9/9/2024	9/9/2024
PLC: General Assembly	9/9/2024	9/9/2024
PLC: Common PLC	9/9/2024	9/9/2024
PLC: General Assembly	9/9/2024	9/9/2024
After-School Tutoring	9/10/2024	9/10/2024
Blue Day	9/10/2024	9/11/2024
Math, Science, SS Mid-Q1 Assessment	9/10/2024	9/12/2024
AFJROTC 9/11 Ceremony	9/11/2024	9/11/2024
After-School Tutoring	9/11/2024	9/11/2024
Orange Day	9/11/2024	9/12/2024
CCRC/Advisory	9/11/2024	9/11/2024

MHS IMPORTANT DATES_8/12/24 - 9/12/24

After-School Tutoring	9/12/2024	9/12/2024
Blue Day	9/12/2024	9/13/2024
MHS SAC Meeting [In-person]	9/12/2024	9/12/2024

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.

Performance
Improvement
Priority Imp 35.5%
Turnaround
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	45.5%	18.2/40	Approaching
Postsecondary & Workforce Readiness	32.7%	9.8/30	Does Not Meet

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

Performance Plan:

53.0% - 100%

Assurances

	Rating
Accountability Participation Rate	Meets 95% Participation

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

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

Turnaround Plan:

0.0% - 33.9%

Insufficient State Data:

No reportable achievement and growth data.

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	25.0%	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		

(-) 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 Total 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.

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High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	341	92.9%	395.9	2	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	249	92.8%	393.6	2	0.25/1	Does Not Meet
	Minority Students	244	92.0%	392.2	2	0.25/1	Does Not Meet
	Multilingual Learners	64	95.9%	347.6	1	0.25/1	Does Not Meet
	Students with Disabilities	59	93.8%	347.8	1	0.25/1	Does Not Meet
Colorado PSAT - Math	All Students	376	92.9%	385.9	1	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	277	92.8%	382.3	1	0.25/1	Does Not Meet
	Minority Students	279	92.0%	383.2	1	0.25/1	Does Not Meet
	Multilingual Learners	99	95.9%	352.9	1	0.25/1	Does Not Meet
	Students with Disabilities	59	93.8%	340.8	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	6.00/24	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	289	37.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	207	38.0	0.50/1	Approaching
	Minority Students	208	37.0	0.50/1	Approaching
	Multilingual Learners	55	37.0	0.50/1	Approaching
	Students with Disabilities	38	32.5	0.25/1	Does Not Meet
Colorado PSAT/SAT - Math	All Students	444	41.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	324	37.5	0.50/1	Approaching
	Minority Students	315	41.0	0.50/1	Approaching
	Multilingual Learners	96	33.0	0.25/1	Does Not Meet
	Students with Disabilities	62	32.0	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	48	43.0	1.00/2	Approaching
	On Track to EL Proficiency	50	2.0%	0.50/2	Does Not Meet
TOTAL		*	*	12.75/28	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

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 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

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High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Based Reading & Writing	All Students	152	*	423.2	92.0%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	106	*	420.7	92.4%	0.25/1	Does Not Meet
	Minority Students	96	*	416.6	91.9%	0.25/1	Does Not Meet
	Multilingual Learners	18	*	377.8	90.6%	0.25/1	Does Not Meet
	Students with Disabilities	20	*	353.5	87.5%	0.25/1	Does Not Meet
Colorado SAT - Math	All Students	161	*	407.5	92.0%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	113	*	405.0	92.4%	0.25/1	Does Not Meet
	Minority Students	105	*	400.1	91.9%	0.25/1	Does Not Meet
	Multilingual Learners	27	*	368.9	90.6%	0.25/1	Does Not Meet
	Students with Disabilities	20	*	348.9	87.5%	0.25/1	Does Not Meet
Dropout Rate	All Students	1,639	*	7.2%	*	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,000	*	6.1%	*	0.50/2	Does Not Meet
	Minority Students	1,154	*	7.6%	*	0.50/2	Does Not Meet
	Multilingual Learners	202	*	15.8%	*	0.50/2	Does Not Meet
	Students with Disabilities	231	*	3.5%	*	1.00/2	Approaching
Matriculation Rate	All Students	163	*	30.1%	*	1.00/4	Does Not Meet
	2 YEAR	*	*	18.4%	*	0.00/0	-
	4 YEAR	*	*	11.0%	*	0.00/0	-
	CTE	*	*	0.6%	*	0.00/0	-
	MILITARY	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	316	7yr	82.3%	*	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	253	7yr	83.0%	*	1.00/2	Approaching
	Minority Students	216	7yr	80.6%	*	1.00/2	Approaching
	Multilingual Learners	74	7yr	71.6%	*	0.50/2	Does Not Meet
	Students with Disabilities	49	6yr	77.6%	*	1.00/2	Approaching
TOTAL		*	*	*	*	17.00/52	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	63.1%	69.0%	78.4%	82.3%	7yr
Free/Reduced-Price Lunch Eligible	65.9%	67.0%	78.1%	83.0%	7yr
Minority Students	60.9%	68.8%	77.9%	80.6%	7yr
Multilingual Learners	57.1%	68.4%	69.2%	71.6%	7yr
Students with Disabilities	61.8%	74.3%	77.6%	76.5%	6yr

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 2022 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 2022 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 2019 and 2022.

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>

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

Scoring Guide for 2023 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)		1 bonus point		
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				
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	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Cut-Points for Each Performance Indicator

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

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 2023)	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 (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). 2023 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 12, 2023



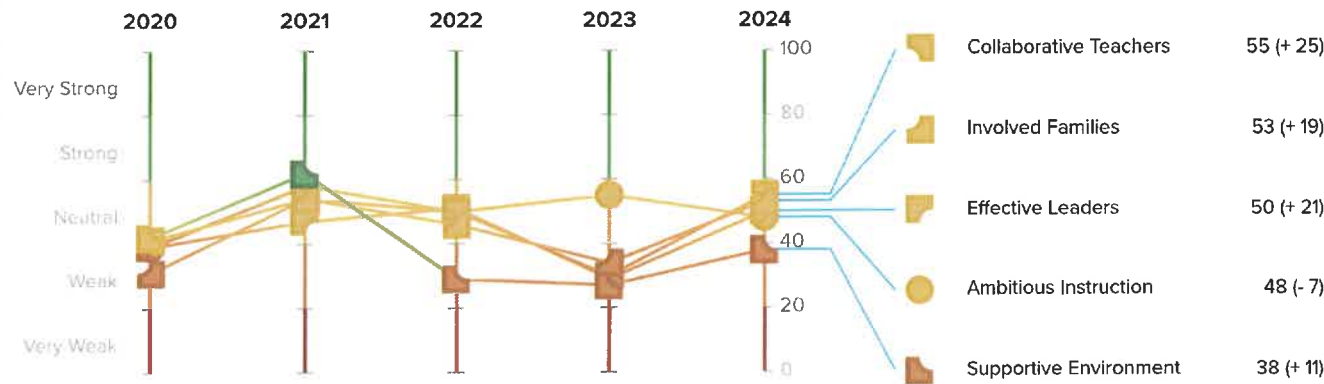
Mitchell High School Dashboard Summary

Overall in 2024, Mitchell High School is partially organized for improvement.

The overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

Where is Mitchell High School performing the highest?	↑	What has improved most for Mitchell High School?	↗	Where is Mitchell High School performing the lowest?	↓	What has decreased most for Mitchell High School?	↘
Parent Influence on Decision Making in Schools	72	Collective Responsibility	53 + 33	Safety	20	Academic Press	31 - 11
Collaborative Practices	69	Quality Professional Development	63 + 29	Teacher Influence	25	Quality of Student Discussion	45 - 8
Math Instruction	67	Parent Influence on Decision Making in Schools	72 + 27	Academic Press	31	English Instruction	50 - 6
Instructional Leadership	65	Teacher-Parent Trust	52 + 26	Expectations for Postsecondary Education	35		
Quality Professional Development	63	Instructional Leadership	65 + 25	Parent Involvement in School	36		

Essential Performance Trends



5Essentials

ABOUT THE SURVEY

The 5Essentials Surveys and School Reports are based on a comprehensive core of over than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the 5Essentials Surveys, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These "5Essentials" detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
 (Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

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Ambitious Instruction

In schools with Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Supportive Environment

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.



MAJOR IMPROVEMENT STRATEGIES (MIS) AND GOALS

MIS 1: BEST FIRST INSTRUCTION - COHERENT TIER 1 INSTRUCTION



Mitchell will develop and implement a consistent instructional infrastructure system that uses a data system to support planning for learning to ensure rigorous, best-first instruction, and is supported through coaching cycles.

MIS 2: GROWING HEALTHY COMMUNITY ENGAGEMENT:



Mitchell will develop and implement a consistent ambitious instruction and supportive environment infrastructure system to improve academic press, active student engagement, and student safety perception.

MIS 3: POST SECONDARY AND WORKFORCE READINESS:

Mitchell will develop and implement a consistent postsecondary and workforce readiness infrastructure to decrease dropout rates and increase graduation rates.





MAJOR IMPROVEMENT STRATEGIES (MIS) AND GOALS

MIS 1: BEST FIRST INSTRUCTION - COHERENT TIER 1 INSTRUCTION



- By May 2025, we will increase STAR ELA proficiency band - on or above grade level - by 20% (31% to 51%)
- By May 2025, we will increase STAR math proficiency band - on or above grade level - by 20% (19% to 39%)

MIS 2: GROWING HEALTHY COMMUNITY ENGAGEMENT:



- By May 2025, Panorama Survey data will improve in the following measures: Engagement will increase from 3/5 (60%) to 4/5 (80%); Sense of Belonging data will increase from 3.2/5 (64%) to 4/5 (80%); Rigorous Expectations will increase from 3.7/5 (74%) to 4/5 (80%).
- By May 2025, 5Essential Survey data will improve in the following measures: quality discussion will increase from scale score 45 to 60 (+15); academic press from scale score 31 to 50 (+19); Safety from scale score 20 to 40 (+20); Math instruction scale 67 to 80 (+13); English instruction scale score 50 to 60 (+10).
- By May 2025, our attendance rates will increase 85.51 to 88% (+2.49%).

MIS 3: POST SECONDARY AND WORKFORCE READINESS:

- By May 2025, on track for graduation for all grade levels will move from 75% in 2024 to 85% (+10). Dropout rate will be recorded at or below 2.1% (-5.1). A dropout rate focus and emphasis on critical sub-populations: 1. minority students 4% 2. multilingual learners 8%. 5 Essentials school-wide future orientation and expectations for postsecondary education will increase to 60 (+12) and 45 (+10) respectively.



Innovation Incentive Pay at Mitchell High School

Join the team and receive
additional salary!



**ALL EMPLOYEES AT
MITCHELL HIGH ARE PAID
STANDARD D11 SALARY
PLUS ADDITIONAL PAY.**

- Full time employees
- Incentive payment made on regular monthly pay dates
- Retirees, temporary workers, and substitutes are not eligible

**YOUR PASSION IS TO INSPIRE
KIDS TO BEAT THE ODDS.
WE WANT TO INSPIRE YOU
TO DO JUST THAT.**

For more information on incentive
pay please visit:
www.d11.org/HR

For more information on
open teaching positions:
www.d11.org/InspireJobs



MITCHELL HS PAY FOR PERFORMANCE

All MHS licensed teachers and counselors are eligible to earn up to \$2,750 in performance incentives per year for two years. Total possible cost for performance pay is \$459,459 over two years.

Performance Measures	\$550/licensed staff member	\$850/licensed staff member	\$1,200/licensed staff member
- MGP of 53 or greater in ELA on the state growth model (PSAT/SAT) in year 1: 2023-24. This will increase to MGP of 63 or greater in year 2: 2024-25. - MGP of 53 or greater in math based on the state growth model (PSAT/SAT) in year 1: 2023-24. This will increase to MGP of 63 or greater in year 2: 2024-25. - STAR MAP testing indicates an MGP of 53 (or better) in reading in year 1: 2023-24. This will increase to an MGP of 63 or greater in year 2: 2024-25. - STAR MAP testing indicates an MGP of 53 (or greater) in math in year 1: 2023-24. This will increase to an MGP of 63 or greater in year 2: 2024-25.	School meets 2/4 indicators	School meets 3/4 indicators	School meets 4/4 indicators

MITCHELL HS PAY FOR PERFORMANCE

Instructionally-Focused Accountability	\$600/teacher/counselor	\$850/teacher/counselor	\$1,200/teacher/counselor
• Teachers meet at least 80% of expectations in administrator observations, at least 80% of the time. These expectations include: ○ Lesson learning targets that are directly aligned to Colorado Content Standards and success criteria that is objectively measurable in one class period must be observable in every class every, every day. ○ Evidence of a safe, structured, positive learning environment in which each student has a nurturing relationship with adults and peers. ○ Engagement level: percentage of students actively engaged in the learning task.	Teacher meets at least 80% of expectations in administrator observations, 70-74% of the time.	Teacher meets at least 80% of expectations in administrator observations, 75-79% of the time.	Teacher meets at least 80% of expectations in administrator observations, at least 80% of the time.

MITCHELL HS PAY FOR PERFORMANCE

Counselors: 80% of students or greater show completion of state mandated ICAP tasks by EOY 1. This will increase to 85% in year 2 80% of students or greater meet the counseling department minimum requirement of 1 minute meeting per semester in a calendar year with a counselor. This will increase to 85% in year 2	Counselor meets at least 80% of expectations, 70-74% of the time.	Counselor meets at least 80% of expectations, 75-79% of the time.	Counselor meets at least 80% of expectations, at least 80% of the time.
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Staffing Stability Initiative Resource Grant



Staffing Stability Initiative

Purpose:

To address staffing stability in schools

24-25 Sites: Mitchell, Galileo, Adams

2 year Resource Grant Program Components

- Up to 10 additional days for teaching staff
 - 5 aligned to school USIP
 - 5 collaboratively defined flex use
- Additional \$5,000 teacher pay per year (paid in two \$2500 installments)
- Additional resources for 'rover' staff

Staffing Stability Initiative Resource Grant



Employees wanting to fill roles in Grant Program Schools will have the following assurances:

1. Teaching staff within D-11 who fill vacancies understand that they are committing to a two year process at the designated school.
2. Should the teacher choose, by January 15 each year, to leave the school at the end of the academic year, they shall:
 - a. In year one of the commitment be returned to their original school in a substantially similar position
 - b. In the second year, they shall be provided a similar position in the District in a non designated grant school
 - c. A teacher who leaves after year one shall forfeit any additional payment provided in year two
3. For those otherwise denied a transition year from a non-designated school, they will have the ability to apply for transition status in a designated school based on skills, need, and openings.
4. Outcome data of program implementation will be considered in the overall data set used in school administrator evaluation.

**DAC Meeting Schedule
2024-2025**

Date	Time	Location
August 15, 2024	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
September 19, 2024	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
*October 10, 2024	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
November 21, 2024	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
January 16, 2025	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
February 20, 2025	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
March 20, 2025	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex
April 17, 2025	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex 116
May 15, 2025	6:00 – 8:00pm	Tesla, Room 112/113 and via Webex

*The meeting should be scheduled on October 17th, but that is during "fall break" for school staff – staff doesn't work Oct. 16 – 18th. The following week, if we scheduled the DAC meeting on 10/24, that's the week they are having actual conferences in the evening. It will need to be scheduled on 10/10/24

SAC Training Schedule

2024 - 2025

Tesla, Room 116/129

DATE	TIME
September 26, 2024	6:00 – 8:00pm
December 5, 2024	6:00 – 8:00pm
January 30, 2025	6:00 – 8:00pm
April 3, 2025	6:00 – 8:00pm



Colorado Springs School District 11 Board of Education Approved Meeting Dates for FY 2024-2025

Notice is hereby given that Board Meetings for the 2024/2025 school year
will be held on the following Wednesdays:

August 7 - Regular Meeting

*August 14
*August 21
**August 28

September 4 - Regular Meeting

*September 11
*September 18
**September 25

October 2 - Regular Meeting

*October 9
*October 16
**October 23
**October 30

November 6 - Regular Meeting

*November 13
*November 20
Thanksgiving Break: November 25-29

December 4 - Regular Meeting

*December 11
*December 18
Winter Break: December 21 – January 2)

January 8 - Regular Meeting

*January 15
*January 22
**January 29

February 5 - Regular Meeting

*February 12
*February 19
**February 26

March 5 - Regular Meeting

*March 12
*March 19
Spring Break: March 24 – 28

April 2 - Regular Meeting

*April 9
*April 16
**April 23
**April 30

May 7 - Regular Meeting

*May 14
**May 21
**May 28

June 4 - Regular Meeting

*June 11

*Graduation Week: May 19-23
RJWAC: TBD*

Last day of School – May 23

Meeting:	Location:	Start time: (unless otherwise noted)
Regular Board Meeting	Administration Building, Boardroom 1115 N. El Paso St. Colorado Springs, CO 80903	5:30 pm
*Special Meeting, Work Session, or Board Retreat	Administration Building, Boardroom	4:00 pm
** Optional Board Meeting, Work Session, or Retreat	Administration Building, Boardroom	Noticed/posted in BoardDocs

Note: Additional meetings may be called in accordance with procedures set forth in the Board of Education Operating Procedures Manual. Board Meeting Dates identified on this calendar can be modified and changed as needed with a majority thumbs-up approval by the Board.

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

Approved: June 12, 2024

