

2023–2024 State Review Panel Progress Monitoring Recommendation Form

School/code & District/code:	<i>Mitchell High School / 0410; Colorado Springs District 11 / 1110</i>
State Review Panelists:	<i>Peggy Downs, Andy Franko, Jody Mimmack</i>
Recommendation Meeting Date:	<i>3/12/2024</i>
Previous State-direction Action: In an order dated April 13, 2022, the State Board of Education directed District 11 and Mitchell High School to implement a proposed innovation plan, which had previously been approved by school staff and the District 11 board of education.	
Panel's Recommendation:	
The State Review Panel recommends Mitchell High School continue with innovation school status, based on an analysis of compiled data and documentation, as well as a site visit conducted March 4–5, 2024.	
Evidence and Rationale:	
This overview is an opportunity for Mitchell High School to understand its progress since the last State Review Panel (SRP) visit. Based on the analysis of compiled data and documentation, as well as a site visit conducted at Mitchell High School on March 4–5, 2024, this report includes observations on positive changes and areas for improvement. The State Review Panel recommends continuing innovation status. Innovation status offers the school the opportunity to develop innovative practices tailored to student needs. This status allows for more autonomy in decision-making at the school level and the ability to seek approval for waivers from local and state policies that may hinder innovative approaches. The school's leadership at Mitchell High School has been rated as Early Developing, indicating progress but also room for improvement. While the leadership is considered adequate to implement change, there is a need for tighter alignment between district policies and the school's innovation plan. Similarly, while the infrastructure and personnel at the school demonstrate readiness and capacity for improvement, alignment with the innovation plan is necessary for maximum impact. The school received an Effective rating in its ability to engage with external partners. Although the school's partnership with the University of Chicago has shown promise, better alignment between the innovation plan and district policies are needed to fully realize the potential impact of this partnership. Overall, there is a likelihood of positive returns on state investments, especially with improved alignment with the approved innovation plan. The necessity for the school to remain in operation is clear, as there are no viable alternative options nearby to support its many students. At the school level, there is a clear effort to implement the innovation plan, but these efforts have not been fully supported by the district. Despite the school's attempts to comply with the innovation plan, it has not been fully implemented, and some waivers have not been utilized as intended. For example, while the school has proposed innovative strategies like a 4-day week and differentiated professional development, the district has not fully supported these initiatives. The School Leadership Team at Mitchell High School believes in the crucial role of the school for the entire community in southeast Colorado Springs. Students expressed appreciation for the opportunities offered at the school, including the Mitchell Promise, concurrent enrollment, and various extracurricular programs. They strongly believe in their preparedness for post-secondary success if they stay and graduate. The school's mission-driven approach, focusing on postsecondary readiness aligned with the district's mission of "Finding Excellence through Experience" underscores its commitment to student success. The instructional leadership	

team's dedication to improving instruction through data collection, coaching, and professional development is commendable and reflects the school's proactive approach to enhancing teaching practices.

The State Review Panel recommends maintaining Mitchell High School's status as an innovation school. Although there is some evidence of district support, improved alignment is essential to successfully achieve goals and meet the needs of the unique student population. The panel believes that maintaining the current innovation school status is the most appropriate recommendation at this time. This designation allows the school to continue its improvement efforts while addressing the identified areas for growth. However, there is a pressing need for tighter alignment with the innovation school plan, including more effective utilization of waivers and district policies and practices that may be impacting the achievement of the school's goals. To fully leverage the features of the approved innovation plan, the SRP advocates for greater flexibility in implementing the strategies and waivers outlined in the plan. This includes advocating for increased autonomy at the school level, enabling local control to deviate from district policies and practices, and fostering continued collaboration with external partners.

The State Review Panel does not recommend a change in management for Mitchell High School. Introducing a new management entity could disrupt the positive momentum and the alignment of the school's mission and vision with the needs of its students and community. The SRP believes that with continued support and targeted interventions, the current management can further enhance the school's performance and outcomes. Therefore, the SRP believes that maintaining innovation school status is the most appropriate recommendation at this time, allowing the school to continue its improvement efforts while addressing the identified areas for growth such as improving instructional delivery and strengthening cooperation between the school and the district in implementation of the innovation plan.

The State Review Panel does not recommend community school conversion. The panel acknowledges the school's efforts in aligning its mission and vision with the unique needs of its students and the community. However, the school faces challenges in fully implementing the approved waivers due to barriers posed by district policies and practices. These waivers, designed to facilitate the innovation plan, are not being fully utilized. It is crucial for the school to overcome these obstacles and fully implement the innovation plan to realize its intended benefits. Therefore, the panel believes that maintaining the current innovation school status is the most appropriate recommendation at this time, allowing the school to continue its improvement efforts while addressing the identified areas for growth. While the district acknowledged that community school conversion could be paired with its existing innovation plan, such a pairing would not address the underlying issues hindering the implementation of the innovation plan.

The State Review Panel does not recommend conversion to a charter school conversion. The panel believes that converting to a charter school may not address all the underlying issues. It is important for the school to continue working within the current framework to address these challenges and improve student outcomes. Therefore, the panel believes that maintaining the current status as an innovation school is the most appropriate recommendation at this time.

The State Review Panel does not recommend closure. Despite facing challenges, the school has demonstrated efforts to improve instructional practices, increase collaboration, and align its mission and vision with the needs of its students and the community. Closure would disrupt the educational continuity for students and the community, particularly given the lack of viable alternative options nearby. The panel acknowledges the school's progress and believes that with continued support and targeted interventions, Mitchell High School can further improve its academic outcomes and meet the needs of its students.

In conclusion, the SRP does not recommend community school conversion, conversion to a charter school, or closure. These recommendations are based on the school's progress and the belief that maintaining the current innovation school status is the most appropriate path forward, allowing the school to continue its improvement efforts while addressing identified areas for growth. However, in the event that district policies and practices cannot be aligned with

the approved innovation plan, the SRP recommends partial external management for the school that focuses on improving instructional delivery and collaboration with the district.

Purpose: The State Review Panel (SRP) was created by the Accountability Act of 2009 to provide a critical evaluation of the State’s lowest-performing schools’ and districts’ plans for dramatic action and provide recommendations to the Commissioner and the State Board of Education. The SRP’s work is informed by a holistic review of the school or district, including guiding documents (e.g., Unified Improvement Plan) and a site visit. The site visit component was added in 2014 to strengthen the Panelists’ understanding of the conditions in the schools and districts that are further along on the accountability clock and to make a recommendation to the Commissioner and the State Board of Education about required actions at the end of the accountability clock.

Prior to the site visit, Panelists conducted a document review aligned to the six key areas in the Accountability Act. During the site visit, Panelists used evidence collected through classroom observations, focus groups, interviews, and additional document review to come to consensus on capacity levels in relation to the six key areas. This report presents the school’s/district’s capacity levels in relation to the six key areas and a summary of evidence for each.

Reviewer Name(s): Andy Franko, Jody Mimmack, Peggy Downs

Date: March 4–5, 2024

District Name/Code: Colorado Springs District 11 / 1110

School Name/Code: Mitchell High School / 0410

SRP School Review Site Visit Summary		Capacity Level:
1. The leadership is adequate to implement change to improve results.		Early Dev.
2. The infrastructure is adequate to support school improvement.		Early Dev.
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.		Early Dev.
4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.		Effective
5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.		Early Dev.
6. There is a necessity that the school remain in operation to serve students.		Yes

State Review Panel Criteria		Claims & Evidence
1. The leadership is adequate to implement change to improve results.		Capacity Level: ☐ Effective ☐ Adv. Dev. ☒ Early Dev. ☐ Not Effective
1.1: Leadership acts as a change agent to drive dramatic achievement gains.	- Leadership communicates a relentless commitment to the school turnaround. - Leadership makes data-driven changes to the academic program and organization to promote dramatic achievement gains. - Leadership conveys clear expectations for performance for all stakeholders, including leadership, teachers, students, and partners.	Leadership acts as a change agent to drive achievement gains. - District leaders emphasized Best, First Instruction (BFI) practices that align with instructional strategies. - School leaders shared that they implement strategies to evaluate interim/internal data and monitor student progress and growth using the STAR assessment. - School leaders outlined two major improvement strategies (MISs): - MIS 1: fully develop and implement a system for instructional consistency that will result in student growth and achievement meeting or exceeding state minimum expectations

	• School leaders distribute leadership responsibilities to appropriate individuals or groups.	• MIS 2: fully develop and implement a system to cultivate trust among stakeholders, resulting in student growth and achievement meeting state minimum expectations • Teachers reported shared leadership responsibilities, including participating on various school committees such as the school leadership team (SLT), instructional leadership team (ILT), impact task force (ITF), success teams and grade level teams. • Teachers and leaders reported they have been exploring potential high-leverage innovations such as a four-day school week, stipends, pay for performance, and a spring full-day parent teacher conference. District leaders added that two of these innovations have already been implemented: additional pay for working at MHS has been in place since February 1, 2023, and a school assessment coordinator stipend was implemented for the 2023-24 school year. • Teachers and leaders reported that school goals include achieving a 53 median growth percentile (MGP) on STAR, with increased participation rates for assessments compared to the previous year. • The 2023–24 unified improvement plan (UIP) indicates that Mitchell High School (MHS) has prioritized the ongoing development of schoolwide systems, ensuring consistency and fidelity to these systems. This includes supporting practices specific to professional learning communities (PLCs), such as collective efficacy and stakeholder trust, with the goal of improving quality instruction, achieving expected student outcomes, and increasing stakeholder trust to improve culture and climate.
1.2: Leadership establishes clear, targeted, and measurable goals designed to promote student performance.	• Leadership communicates clear and focused goals that are understood by all staff. • Educators understand their responsibilities for achieving goals. • Leadership maintains a schoolwide focus on achieving established goals. • Leadership allocates resources in alignment with goals and critical needs. • Leadership has established systems to measure and report interim results toward goals.	Leadership establishes clear, targeted, and measurable goals designed to promote student performance. • District leaders described how financial resources were reallocated to improve student outcomes and promote staff retention. This was achieved through a restructuring of the central office to allocate more services to the school. • School leaders shared that student behavior and climate/culture are monitored daily at 11:00 a.m. via positive behavior intervention support (PBIS) initiatives. Prizes are awarded at regular assemblies and lunch periods based on this monitoring. Additionally, behavior, attendance, and grades (BAG) data are reviewed every two weeks at meetings with the school leader and area superintendent. School leaders also reported an increase in student MGP on STAR assessments. • The SLT reported that they provide support for teachers at MHS through distributed leadership. For example, the SLT has bi-weekly meetings with the administration to discuss progress toward MIS 1 and MIS 2, and then the team brings back feedback and guidance to teachers. • Teachers reported that the school is meeting indicators for the STAR assessment (MGP 53 or higher) and instructional expectations. They also reported an awareness of goals around attendance, behavior, graduation, and reading and math achievement at MHS. However, there was an inconsistent understanding among teachers about the specific goals. • Community members reported observing academic growth at the school.

		School records indicate that MHS is focused on increasing achievement in evidence-based reading and writing (EBRW) and math, as well as increasing the MGP for both content areas. School leaders shared that this improvement would take the school from Priority Improvement status to Improvement on the school performance framework (SPF).
1.3: Leadership analyzes data to identify and address high priority challenges, and to adjust implementation of the action plan.	- Leadership communicates data trends and issues, ensures timely access to data, and models and facilitates data use. - Leadership openly shares results and holds staff accountable for results and effective use of data. - Leadership first concentrates on a limited number of priorities to achieve early, visible wins. - There is regular progress monitoring of performance and implementation data and, as appropriate, results lead to elimination of tactics that do not work. - Benchmarks are used to assess progress toward goals; goals are adjusted as progress is made. - Data on progress toward goals drives organizational and instructional decision making.	Leadership analyzes data to identify and address high priority challenges and are beginning to adjust implementation of the action plan. - District leaders stated that, in terms of student placement (e.g., career and technical education and advanced coursework), that i-Ready and adaptive assessment are used for progress monitoring and directly contributing to students taking advanced coursework. - School leaders reported that 105 informal observations have been completed this academic year, demonstrated by Google form data. They shared that they are tracking high-level data rather than individual feedback in their learning walks to develop professional development (PD) and monitor alignment. They also shared that more than 180 observation cycles were conducted and tracked in the RANDA system from the beginning of this year to end of third quarter. - Leaders reported that in the third quarter, they observed that success criteria are improving. In quarter four, they will focus on learning target task alignment. - School leaders described several priorities with limited tangible results at this time. For example, the big rock priorities were described as improving student participation in the state assessment and moving toward a 4-day instructional week. - The SLT provided examples of the data reports the team reviews weekly. Data is reviewed at the schoolwide level, department and class level, and individual student level. Teachers reported they hold each other accountable through these reports. As a result of these data check-ins, MHS has piloted a program where every ELA and math teacher is required to review these data reports and choose five students to support in moving up to the next achievement band. - School leaders reported that there seems to be a disconnect between the school's efforts to implement the innovations pathways plan and the district's efforts. They noted that there have been three district superintendents over the last three years and major turnover at the board level, which has impacted the direction of the district and school efforts. - The ILT reported they are incorporating regular progress monitoring using school-based STAR banded data in math by students. - Community members and parents both shared limited communication with the family and community about the progress the school is making, particularly regarding the SPF. - The UIP identified benchmarks and strategies focused on achieving MIS 1 and MIS 2.
1.4: Leadership establishes high expectations for student learning and behavior.	- The school holds high expectations for academic learning. - Educators set high expectations for learning and clearly convey these to students.	Leadership is beginning to establish high expectations for student learning and behavior. - School leaders reported that after the reconstitution, the school established new student learning-focused behavioral norms, such as introducing PBIS strategies. - School leaders reported that engagement is a lagging indicator; students are quiet and compliant but not actively engaged.

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| | <ul style="list-style-type: none"> • Educators convey that students are responsible for raising their performance and encourage their participation in learning. • The school provides a safe environment to support students' learning and ensures that students' interactions between and among themselves and school staff are respectful and supportive. • Leadership ensures that the school's physical environment is clean, orderly, and safe. | <ul style="list-style-type: none"> • Some teachers said the school's reputation does not do them service. High teacher turnover makes it hard for students to feel safe. • Student focus groups reported that there are high expectations at the school, but not all students have the mindset to meet these high expectations. They mentioned that teachers do push them to get their assignments in on time. • Students reported feeling safe at school, even though it may not be safe in the community around them. Students agreed that teachers care about them. For example, teachers will recognize if they are absent from school and check on them. • Several parents reported that the school does not communicate with them about their child's academic performance. They reported that students tell them that nobody grades their work or communicates how they are doing; some parents said teachers are amazing at communicating, while others shared they never hear from teachers and have concerns about teachers not entering grades in a timely manner. Some parents reported they believe the school needs to address the issue with grading. • The community focus group reported that, "It seems as though the principal and his teams are focused on not just academic growth, but also social growth. There are expectations in place about student behavior." • Community members stated that Hispanic parents have said they don't feel safe at MHS. There is a shortage of 5.0 full time equivalent (FTE) English language learner (ELL) teachers, so the school is using substitutes for now. They shared that one community member has walked the halls and chaperoned dances and feels secure but that the member believes more staff are needed. They reported that the school is doing the best it can. Data reviewed indicates MHS is a safe school; anecdotally, the community members stated that the local crime rate is going down, but people continue to feel it's not safe, based on reputation. • An agenda from a recent all-staff PLC meeting included a review of the kid talk protocol to support students in staying on track. • During observations of the school environment, the site visit team noted a clean, orderly, and safe school. School leaders stated that the school is a safe place for students. The school advisory committee (SAC) indicated the school is a safe place, but the surrounding community, particularly the mall, is not safe and causes problems for the school. • Classroom visits revealed that students generally meet low-level behavior expectations with an observed lack of engagement. For example, students were observed wearing earbuds and using their phones during independent work time rather than actively participating in assigned tasks. However, classroom observations indicated that providing supportive environments is a strength at MHS. Additionally, the site visit team observed effective behavior management in 10 of 15 classrooms visited. |
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State Review Panel Criteria		Claims & Evidence
2. The infrastructure is adequate to support school improvement.		Capacity Level: ☐ Effective ☐ Adv. Dev. ☒ Early Dev. ☐ Not Effective
2.1: The district leads intentional, strategic efforts to ensure the effectiveness of the academic program and the sustainability of the organization.	- The district/superintendent ensures ongoing leadership development for emerging and current school leaders with a focus on building leadership capacity to lead turnaround efforts and sustain improvement. - The district/superintendent provides adequate oversight in schools' work to deliver the curriculum, monitors instruction on a regular basis, and provides adequate support and feedback to principals to improve instruction. - The district provides adequate systems by which to capture and store data, report it to schools, and make it accessible for instructional staff to utilize.	The district is beginning to lead intentional efforts to ensure the effectiveness of the academic program. - District leaders described a partnership with the University of Virginia (UVA) Partnership for Leaders in Education scheduled for summer 2024. - District leaders reported implementing improvement strategies inconsistent with the approved innovation plan, primarily focusing on non-academic improvements to attract students (e.g., upgrading the track, installing a new marquee). - School leaders and district leaders outlined similar goals for the school but had differing views on specific strategies. District representatives prioritized BFI, whereas school leaders emphasized staff retention as the top priority. School leaders also reported challenges with district procedures such as human resources (HR) and budgeting that impact their ability to implement their innovation pathways initiatives. - School leaders described using STAR reports to analyze and share data with the school-level leadership team and district-level administration. - The ILT provided examples of initiatives that were successful at the school and then expanded to become district-wide programs. For example, Mitchell Promise is now D11 Promise. This program allows students to earn an associate degree for free through local colleges. - The ILT also reported that they now have access to district data strategists, a new role in D11 in the 2023-24 school year. - Teachers reported limited to no action from district or school leadership regarding curriculum adoption for updated curriculum and materials aligned to standards. Teachers also reported that the district support has not been effective in supporting increased instructional effectiveness. District leaders stated that Study Sync was implemented in all ELA classes in January 2024. - Teachers noted that PLCs are focused on student outcomes. They analyze data constantly by grade level, focusing on learning targets and major barriers to student success, such as attendance. Success teams target specific grade levels to improve outcomes for students. - Teachers reported that the special education (SPED) study skills class uses student data to focus instruction to address learning deficits. They shared that they are seeing improvement in student learning through targeted innovations. Teachers also shared that they view Kid Cafe as an innovation related to the innovation pathways. Additionally, math instruction is supplemented by EdReady, while English language arts (ELA) instruction is supported by Read Theory, both providing targeted interventions on key skills for growth.
2.2: School leadership has a strong focus on recruiting and retaining talent; creates and implements systems to select and	Leadership has created and/or implemented an organizational and staffing structure that will drive dramatic student gains.	School leadership has a focus on recruiting and retaining talent but has been unable to create and implement systems to select and retain effective teachers and staff who can drive dramatic student gains consistent with the existing innovation waiver.

retain effective teachers and staff who can drive dramatic student gains; evaluates all staff; and dismisses those who do not meet professional standards and expectations.	• Leadership recruits and hires teachers with commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area). • Trained mentors provide beginning teachers with sustained, job-embedded induction. • Leadership ensures the evaluation of all staff and dismisses those who do not meet standards and expectations.	• District leaders spoke about incentive pay at the school for hard-to-fill positions, which has now changed to providing a stipend for all MHS staff. They also shared a new initiative to provide performance pay for staff at MHS, although this has not yet been approved. Additionally, district leaders reported that all probationary staff receive five formal evaluations annually, while non-probationary staff receive three formal evaluations annually. • School leaders reported that staffing decisions have been delegated to the school at the site level. They are collaborating with HR to update job postings, and staffing needs are communicated through both the district and school websites. They also shared that MHS currently has numerous open positions, particularly emphasizing the need for bilingual teachers. Many of the ELL positions remain vacant and are filled by substitutes on a daily basis. • School leaders indicated that ELA coaches from the district are working closely with the ELA team and ILT, while data strategists are collaborating with ILT and PLCs. They noted an increase in collaboration with the culturally and linguistically diverse education (CLDE) department this year; however, there are no certified ELL/CLDE staff employed at the school due to a lack of qualified and interested candidates. School leaders expressed concern that many unfilled positions have not been prioritized by the district. • The SLT has encountered challenges in the hiring process, as the school must adhere to district procedures. For instance, despite an upcoming job fair, the school was still awaiting finalization of job postings by HR. • Teachers who are new to the school receive an orientation, and both new to teaching and new to MHS teachers are assigned a mentor. Additionally, new staff members are supported in PLCs. • Parents have expressed concerns regarding staffing, including a promise of the new principal hiring 20 new teachers that did not materialize.
2.3: School leadership provides teachers with active, intense, and sustained professional development (PD aligned to school improvement efforts), including guidance on data analysis and instructional practice.	• PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs. • PD requires teachers to demonstrate their learned competency in a tangible and accessible way. • PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, developing assessments) and provides follow-up sessions and ongoing support for teachers' continued learning. • The quality of PD delivery is regularly monitored, evaluated, and improved.	School leadership provides professional development aligned to school improvement efforts, which is beginning to include guidance on data analysis and instructional practice. • School leaders reported that every PD session is followed up with a staff survey, but it is unclear how the survey data is collected or reviewed. • School leaders shared that PD is developed based on informal observations, data rounds, and analysis of observation feedback and STAR data. School leadership acknowledged that onboarding is not as clean as seen at other sites due to various start times, but they have created a substitute coordinator position to manage a high volume of substitutes and mid-year onboarding. They have also provided a packet outlining responsibilities and administrators regularly attend common time PLCs. • Members of the ILT discussed the development of PD plans and agendas. They also highlighted the provision of peer-to-peer PD based on observation cycles. The ILT mentioned the initiation of systems for distributive leadership, enabling teacher input to be included in the PD development process through department leads. Both the ILT and school leaders noted the administration of surveys at each PLC meeting held on Mondays. • Observation by the site visit team of a Monday morning meeting and professional learning included teachers receiving information about positive trends with discipline and behavior data,

		their school PBIS program, and working with students in the Kids Cafe programming from the University of Chicago.
2.4: School leadership ensures that the school has sound financial and operational systems and processes	• School leadership ensures that the organizational structure supports essential school functions, and that roles and responsibilities of all individuals at the school are clear. • School leadership has established effective means of communicating with school staff. • School leadership ensures that the school meets all compliance requirements and deadlines set by the State, including the submission of school improvement plans, financial statements, school audit, calendar, and student attendance. • School leadership effectively manages the school budget and cash flow; there is a plan for long-term financial sustainability. • The school leadership effectively manages operations (e.g., food services, transportation, school facilities).	School leadership ensures that the school has sound financial and operational systems and processes. • School leaders reported that they are tracking student attendance, graduations rates, credits, grades (including D and F lists), progress toward graduation, and improving processes for tracking academic progress. • School leaders described effective management of the budget to extend the partnership with the University of Chicago. They utilized a grant to continue the work after school funds had been depleted for the project. • Several focus groups identified a wide range of roles and responsibilities focused on school improvements efforts. • The ILT reported that schedules are modified to increase opportunities to implement instructional coaching. For example, the lead math teacher now teaches two days a week and provides instructional support to teachers two days a week. • Teachers reported that weekly and monthly communications and calendars are emailed to all staff but noted that not all the communication is accurate or timely.
2.5: School leadership provides effective instructional leadership by implementing and ensuring a coherent, comprehensive, and aligned curriculum.	• School leaders ensure that the curriculum, instruction, and assessments are aligned with State standards, aligned with each other, and coordinated both within and across grade levels. • School leaders ensure that instructional materials are selected and/or developed in accordance with a schoolwide instructional framework and aligned with established curriculum standards. • School leaders ensure that the curriculum is periodically reviewed, and revisions are made accordingly.	School leadership does not provide a coherent, comprehensive, and aligned curriculum. • School leaders reported providing support for teachers through distributed leadership. For instance, the SLT holds bi-weekly meetings with administration to discuss progress toward MIS 1 and MIS 2 as identified in the UIP. The SLT then brings back feedback and guidance to teachers. • Members of the ILT described their role in supporting MHS to provide the best possible instruction by ensuring collaboration and consistency. They explained that their responsibilities include running meetings, taking notes, and acting as timekeepers, which exemplifies distributed leadership. The ILT also stated that they use data from learning walks, feedback from teachers, and informal observations to inform their meeting agendas. • The ILT shared that they developed a standardized lesson plan template that is used by all teachers to ensure alignment with standards. However, teachers reported a lack of current or aligned curriculum materials in all content areas, leading some teachers to create their own curriculum. • Teachers reported that the ELA department initially implemented a pre-advanced placement (AP) curriculum at the beginning of the year, but found it unsuitable for the student population. After reviewing available options, they transitioned to StudySync and have observed success with this curriculum. Additionally, teachers reported implementing READ Theory in the ELA program to

		identify gaps in student learning. Classroom observations confirmed the use of READ Theory, with students required to use the program for 20 minutes daily in ELA. Furthermore, teachers reported that reading interventions this year strongly correlated with improved student outcomes on mid-year assessments. - Teachers reported that SPED leadership has assigned teachers to collaborate with specific departments to identify challenges and adjust instruction, showcasing flexibility and support from school leadership. - Teachers reported that in the social studies class, students have been focused on writing standards in history, demonstrating a commitment to aligning with standards in non-core subjects. - Each of six math or ELA classes observed by the site visit team indicated either Ineffective or Partially Effective alignment of standards with instructional practices.
2.6: School leadership effectively uses data to provide meaningful feedback on teachers' instructional planning and practice, and leadership provides conditions that support a schoolwide data culture.	- School leaders provide conditions that support a schoolwide data culture. - Teachers have easy access to varied, current, and accurate student and instructional data. - Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results. - Teachers have access to student data that is disaggregated with respect to special education students, multilingual learners, race/ethnicity, and students who are struggling or are at risk. - School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data, assessment literacy; use data tools and resources). - School leaders provide meaningful feedback on teachers' instructional planning and practice.	School leadership uses data to provide feedback on teachers' instructional planning and practice, and leadership is beginning to provide conditions that support a schoolwide data culture. - District leaders reported hiring an area Instructional coach (AIC) to serve as a teacher coach at schools. The district is providing intentional PD to support block scheduling. District leaders also stated that they have been aggressive about increasing pay to support MHS teachers. - District leaders reported that the area superintendent works closely with two of the four assistant principals to provide coaching to teachers around instructional practice. These meetings are held twice per month. - School leaders described using a Google form to collect observational feedback and share results among the administration. They reported that 108 informal observations have been conducted by the administration since the beginning of the school year. - School leaders provided an example of a grade level team meeting agenda, focusing on raising the on-track rate from the current 50% to at least 60% by the end of the semester. They emphasized encouraging teachers to use the college and career readiness class (CCRC) as intended and to issue passes for students with D's and F's. This agenda exemplifies the use of data at grade levels to drive instructional decisions and support student success. - The ILT and school leaders reported that the in-house data coach and department heads are collaborating to provide coaching and feedback on instructional practices. - The ILT also reported progress in deepening the data culture and norms at the school, emphasizing more active collaboration among grade-level teams. This collaboration aims to bring insights to the SLT and then to the administration for further action. According to a statement from the representative for the Network for College Success at the University of Chicago, their influence is most prominent on the grade-level teams. They use their influence with the SLT to encourage the administration to consider structures for data collaboration. The representative mentioned that some changes expected schoolwide were not seen last year, including the establishment of team norms. They also indicated that after providing input, they engage in conversations with the administrative team to deepen collaboration within the school. - Teachers reported having access to current and accurate student data through the student information system PowerSchool. They also mentioned that school leaders regularly monitor the submission of instructional planning documents but did not indicate that meaningful feedback on

	○ Leaders regularly provide meaningful feedback on instructional planning. ○ Leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice.	the quality of these documents was provided. The group emphasized the school's expectation for clearly posted learning targets with success criteria and exit tickets, visible to students. They explained that lesson plans, including the related standards, must be submitted to the administration prior to lessons being delivered to students. One teacher noted that the administration is holding teachers accountable to doing what is required. Teachers shared that while they initially received feedback on lesson plans, this practice has diminished. They reported that PLC time is used to develop a common plan for topics, evaluate resources, and plan lessons. In terms of participation, ELA teachers reported that administration is consistently present in PLCs, while social studies and fine arts teachers noted sporadic attendance. Teachers shared that they are required to have three formal evaluations and five informal evaluations annually in addition to monthly walkthroughs. School leaders shared results from the 5Essentials Survey over the past three years, indicating a drop in their rating from Organized for Improvement in 2021 and 2022 to Not Yet Organized for Improvement in 2023. Areas of concern highlighted in the survey include the quality of professional development, teacher-principal trust, and program coherence.
2.7: The school provides high-quality instruction.	● Classroom interactions and organization ensure a classroom climate conducive to learning. ● Classroom instruction is intentional, engaging, and challenging for all students ● The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	The school does not yet provide high-quality instruction. ● The SLT reported a dramatic increase in math scores this year based on interim assessments. ● Teachers expressed concern about the lack of dedicated ELL teachers at the school, despite a high population of ELL students. Currently, substitute teachers fill these positions. However, teachers have begun receiving targeted PD from district staff to support ELL students, which has been beneficial. Additionally, teachers and school leaders reported implementing systems to identify the needs of culturally and linguistically diverse students and students receiving SPED services. These systems include using STAR benchmark assessments and monitoring students through success teams and grade level teams. ● SPED teachers reported feeling well-supported and in constant contact with the district. Parents noted that PowerSchool flags students with special needs. ● Students shared that many classes offer bilingual materials and subtitles on videos, which helps ELL students actively engage in class. ● The site visit team observed low class sizes during classroom observations, with a range of 6 to 22 students in classes. ● In observations of 15 classrooms, the following scores were recorded: ○ Structured Learning Environment: Scored 2.3, with 8 out of 15 classrooms scoring Partially Effective. ○ Focused Instruction: Scored 2.1, with 6 out of 15 classrooms scoring Ineffective. ○ Instructional Strategies: Scored 1.9, with 7 out of 15 classrooms scoring Partially Effective. ○ Higher-order Thinking: Scored 1.5, with 9 out of 15 classrooms scoring Ineffective. ○ Assessment Strategies: Scored 1.7, with 9 out of 15 classrooms scoring Ineffective. ○ Feedback: Scored 1.7, with 7 out of 15 classrooms scoring Ineffective. Overall, these observations reveal areas in need of improvement, particularly in higher-order thinking and assessment strategies, where the majority of classrooms scored Ineffective.

State Review Panel Criteria		Claims & Evidence
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.		Capacity Level: ☐ Effective ☐ Adv. Dev. ☒ Early Dev. ☐ Not Effective
3.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.	• Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making. • Educators convey a shared commitment to the learning of all students in the school. • Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations. • Educators convey that it is important not to give up on any students, even if it appears that they do not want to learn. • Educators convey commitment to, and hold each other accountable for, collaboratively-established improvement goals and tasks.	Educators' mindsets and beliefs mostly reflect shared commitments to students' learning. • The SLT members expressed confidence in their efforts to improve student learning, sharing that they want to continue efforts because the students need them to, if they can get the district support. • School leaders and teachers reported that PLC time is used to share information about student achievement and provide mutual support, but they expressed concern that this time is limited. • Teachers indicated that they hold each other accountable but that they also feel that time is limited to do so effectively. Additionally, teachers reported a strong commitment to the students at MHS, often informally mentoring and supporting one another. They expressed a belief in the students' potential for success at MHS. • Parents reported a concern about a high number of substitute teachers, noting that these teachers may not have a strong commitment to the school. Additionally, some parents mentioned that certain teachers do not seem committed to the school's improvement goals. • Most students expressed a mindset focused on success; however, they acknowledged that not all students at the school share this focus.
3.2: The school has established conditions that support educators' learning culture.	• Communications among all stakeholder groups are constructive, supportive, and respectful. • Communications between leadership and staff are fluid, frequent, and open. • School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk taking. • School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols). • School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student	The school is developing conditions that support educators' learning culture. • District leaders indicated regular meetings with the school leader. They mentioned conducting the University of Chicago 5Essentials Survey to gather stakeholder input on the school's culture and climate. Additionally, they commented on a partnership with the UVA scheduled for summer 2024. • School leaders expressed a commitment to enhancing teaching and learning at the school. They discussed various systems, such as observation cycles, PLC time, practices with high effect sizes according to Hattie, and PD plans. However, they had limited insight into the effectiveness of these systems. • School leaders discussed the SLT's collaboration with the administration to provide feedback and input on school improvement processes. • The SLT reported that the administration supported their decision to adopt Study Sync and move away from pre-AP, which was not meeting the needs of their student population. • The ILT reported that exit tickets from PLCs, led by staff members, have shown overwhelmingly positive feedback. • Teachers reported that there is no current or common curriculum and resources are not being allocated for new curriculum adoption.

	progress; create focus on linking results to instruction) and ensures that teachers utilize tools and time well. School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary or secondary; high- or low-poverty; large or small schools).	- Teachers noted a lack of support for ELLs. Currently, all ELL teachers are substitutes and training is insufficient. However, the district has started to provide more support recently. For instance, a district ELL resource teacher attended one department's PLC to offer support. - Teachers mentioned that the district assigns teachers to cohorts for specific PD. One teacher reported that ELA PD has been helpful. However, others mentioned that sometimes the training is not related to the school's curriculum and they would prefer to be allowed to opt out of some district training. - The 5Essentials Survey indicates a decline in MHS's organizational readiness for improvement in 2023. While the school was rated as Organized for Improvement in both 2021 and 2022, it was rated as Not Organized for Improvement in 2023. The only strategy rated as neutral was ambitious instruction, which saw a slight increase. However, effective leaders and collaborative teachers experienced substantial decreases. This decline suggests a need for focused efforts to enhance leadership effectiveness and promote teacher collaboration. Ratings for involved families and supportive environment remained relatively stable. These findings underscore the importance of addressing key areas for improvement to regain the school's organizational effectiveness.
3.3: Educators collaborate regularly to learn about effective instruction and students' progress.	- Educators meet frequently during regularly scheduled, uninterrupted times (e.g., staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions. - Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement. - Educators describe sharing knowledge and expertise among colleagues as an essential collaborative activity for job success. - Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies. - The school has created a performance-driven classroom culture in which teachers effectively use data to make decisions about daily instruction and the organization of students.	Educators collaborate regularly to learn about planning instruction and students' progress. - School leaders reported that Kagan engagement strategy implementation was met with pushback from teachers, was subsequently abandoned, and was not thereafter replaced with a comparable strategy. Some teachers noted they pick and choose from Advancement via Individual Determination (AVID) and Kagan strategies, but this approach is less concrete. - School leaders indicated and the site visit team observed that PLC time is held every Monday morning during a late start schedule. Data is reviewed and strategies of engagement and instruction are discussed during the meetings. - The SLT reported multiple levels of teacher leadership via department heads, success team leads, and grade level teams. They reported they have collaborative discussions and their input is validated. They indicated that the administrative team trusts that they know what is needed for their students. - The ILT reported that it has trained staff on creating effective instructional objectives, common planning templates, and data collection templates. - Teachers reported that PLCs are established to support them in planning instruction and student progress (i.e., PLC Mondays, PLC common plan groups meet weekly). - The document review and teachers indicated a schedule that has established dedicated PLC time on a weekly basis, including the all-staff Monday morning PLC time.
3.4: The school engages the community and families in support of students' learning school improvement efforts.	The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.	The school sometimes engages the community and families in support of students' learning school improvement efforts. Students reported that the school regularly communicates with families about student progress, including mailing progress reports and using an autodialer to alert parents about failing grades.

	• The school invites family participation in school activities • (e.g., volunteering in classrooms or on committees; attendance at performances, sports events, organizational meetings) and regularly solicits their input. • The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning. • Educators communicate with parents/guardians about instructional programs and students' progress.	• Overall, feedback on communication from parents is mixed. Some parents feel the school communicates well about student progress, while others report communication is lacking. Parents noted that communication from the school is limited in content, primarily done through email, and can be confusing. The school primarily communicates with families through email newsletters and Facebook, but some parents report not receiving emails or notifications. Additionally, opinions on teacher communication vary, with some parents praising teachers for being amazing communicators, while others express concerns about not hearing from them and teachers not entering grades in a timely manner. • Parents and community members shared that the SAC is comprised of community members and parents who are actively engaged in the school community. These members expressed a strong commitment to the school, considering it an important and vital part of the community.
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State Review Panel Criteria		Claims & Evidence
4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.		Capacity Level: ☒ Effective ☐ Adv. Dev. ☐ Early Dev. ☐ Not Effective
4.1: The school collaborates effectively with existing external partners.	- The school seeks expertise from external partners, as appropriate (i.e., for professional development, direct support for students). - The school ensures that roles and responsibilities of existing partners are clear. - There are designated school personnel to coordinate and manage partnerships.	The school collaborates effectively with existing external partners. - District leaders mentioned that UVA will be engaged for the upcoming summer 2024 to engage in leadership development convenings. In addition, a district-led initiative through the IMPACT Team, a contracted outside group bringing training to the district, will continue to provide on-site coaching to MHS leadership 3-4 days per month. - Both district and school leaders referenced a reliance on the University of Chicago 5Essentials Survey for annual feedback from stakeholders. - School leaders reported that they have implemented all possible site-level actions to execute the innovations pathway plan. They have adjusted the curriculum, modified the master calendar, and allocated funds for teacher stipends. However, initiatives requiring input from additional stakeholders, such as parents, the SAC, district leadership, or the board, have faced challenges. For instance, the school developed a plan to transition to a 4-day week but has struggled to secure a meeting with the superintendent to discuss it. Additionally, while they successfully implemented teacher stipends, some school leaders found the process cumbersome due to district HR policies. - School leaders reported that concurrent enrollment is available for advanced pathway students through Colorado State University (CSU) Pueblo and other district high schools, as well as the vocational technical school for career and technical education pathway students. Teachers also noted that Pikes Peak State College is a major partner for concurrent enrollment opportunities. The SLT stated that while they have flexibility and autonomy through the innovations pathways plan, they are also constrained by the need to collaborate with the district, which can limit their actions. - Teachers emphasized that partnerships are mutually beneficial, highlighting the value of the program manager in facilitating collaboration. They noted that issues raised in meetings are effectively addressed, as the program manager conducts thorough research and proposes solutions. Many teachers shared that they have benefited from training at the University of Chicago, indicating significant growth through these partnerships over the past two years. - Parents highlighted various community partnerships, including the Citizen's Project, which provides teacher support and funding for math celebrations, partnerships with Care and Share for food drives, a clinic offering healthcare services onsite, and the American Dream Academy for career and technical education certification programs. - A representative from the University of Chicago reported providing coaching and developing processes to deepen collaboration, directly connected to MIS 2 The SLT noted improved collaboration between teachers and leaders to support counseling, student aid support for credit, and the Free Application for Federal Student Aid (FAFSA), with a structured process now in place. This improved collaboration was directly attributed by the SLT to the work being done with the University of Chicago.

4.2: The school leverages existing partnerships to support student learning.	• The school maximizes existing partners' efforts in support of improvement efforts. • All externally provided professional development is aligned to improvement efforts.	The school leverages existing partnerships to support student learning. • School leaders reported successful outreach to the district and Colorado Department of Education (CDE) CLDE teams to bring coaches and support for ELL instruction. • School leaders reported implementing interim surveys aligned with the University of Chicago to gather additional data on the 5Es, with the University of Chicago supporting analysis and strategy development. They also mentioned that while the contract or agreement with the University of Chicago was terming out, it was reauthorized under the ninth grade success grant. The SLT noted that coaching provided by University of Chicago has been very helpful in improving instructional practices. Additionally, teachers reported being trained to understand the data provided in the 5E's survey.
4.3: Leadership is responsive to feedback.	• Leadership seeks feedback on improvement plans. • Leadership seeks feedback from key stakeholders • Leadership integrates feedback into future improvement efforts.	Leadership is responsive to feedback. • School leaders reported using survey feedback from students to provide more choice and incentives. The SLT also reported that the leadership team is responsive to feedback. For example, previous administrators had reduced access to some physical education programs (i.e., yoga, life guard certification, and advanced weightlifting), but based on feedback, some of these programs are being reinstated. • Leaders reported, and a review of the documents confirmed, that the school accountability committee meets monthly to discuss school improvement data, projects, and events; the committee collects feedback for suggested improvements. • The SLT worked with the district to transition from AP science to concurrent enrollment, aiming to better meet student needs. While the district was responsive and supportive of this change, as well as in adopting StudySync and providing ELL support, there were instances, such as with the planetarium, where the district did not support SLT's initiatives under the innovations plan, leading to disappointment. • The SLT acknowledged that innovating can be challenging when the district is not open to new ideas, noting varying levels of support across different areas within the district. Some areas are very supportive of innovation, while others are not as consistent in their support. • School leaders and teachers reported full implementation of the University of Chicago Kid Cafe model, incorporating student feedback into school improvements, incentives, and support strategies.

State Review Panel Criteria		Claims & Evidence
5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.		Capacity Level: ☐ Effective ☐ Adv. Dev. ☒ Early Dev. ☐ Not Effective
5.1: Leadership monitors the return on investment of specific improvement initiatives and uses that data to inform decision-making.	- Leadership identifies turnaround strategies and implements programs/initiatives designed to improve student performance. - Leadership assesses the cost and impact (effect on student achievement and number of students served) of each program/initiative to determine its academic return on investment. - Leadership makes decisions regarding continuation or discontinuation of programs/initiatives based on this analysis. - Leadership establishes systems and structures to support regular and ongoing monitoring.	Leadership monitors the return on investment of specific improvement initiatives and uses that data to inform some recommendations consistent with the innovation plan. - District leaders reported that investments are prioritized for MHS as the highest priority school. However, specific examples of investments that contribute to learning improvements were inconsistent. Discussions included facility improvements and potential enhancements to pay for performance, but specific initiatives were not outlined. Site-based leadership proposed various initiatives, such as a 4-day week, curricular changes, stipends, steps, hiring priorities, and autonomy. However, district leadership indicated that approvals and commitments for these proposals have not yet been made, with the exception of the new school assessment coordinator and additional pay for MHS staff noted above. - School leaders expressed confidence that the partnership with the University of Chicago has successfully driven improvement for MIS 2. Additionally, they reported that the district approved hiring five new ELL teachers. However, school leaders also noted that there was not a clear plan in place to staff these positions. - Teachers on the leadership team describe a system where the team drive is available to all members and stated they have developed systems for accountability aligned with UIP goals. The team expresses confidence that they have built a sustainable system. - The SLT discussed improvements to the on-track to graduate system, including: - On-track for graduation work has been observed and even at this point is comparable to other schools in the district. - The percentage of students on track increased from 31% of students on-track to graduate to 75%.
5.2: Leadership has demonstrated an ability to produce positive returns on State investment and uses resources effectively.	- Programs and initiatives are designed to support turnaround efforts and have demonstrated results. - Leadership seeks resources aligned to its improvement efforts and programs/initiatives with high academic return on investment. - Any additional resources received (i.e., specialized grant funding) are aligned, strategic, and showing evidence of results.	Leadership is beginning to produce positive returns on state investment and effectively use resources. - School leaders reported that they received grant funding to renew the work with the University of Chicago for two years, which is directly focused on MIS 2. They also discussed the investment of Empowering Action for School Improvement (EASI) grant funds and ninth grade success grant funds to support improvement efforts, particularly in partnerships with UVA. Furthermore, they reported that the requested StudySync materials were purchased. - Additionally, school leaders requested and were approved for an additional allocation of staff, but positions remain unfilled. However, they also reported creating a new substitute coordinator position and an opportunity for a teacher coach to be released from half of her teaching duties to do additional coaching with other teachers.

	Leadership treats resources flexibly and implements focused improvement efforts with a focus on early wins.	The ILT reported that the learning target initiative is yielding positive results. Although benchmark banded data is new, the team anticipates seeing progress. Winter benchmark results led to the recognition of over 200 students for achieving student growth percentile (SGP) goals of 53 and over. Teachers have received positive feedback from students and families. The ILT reported that it leads faculty in goal-setting conversations, engaging students in discussions about assessment scores and effort-based goals. The team focuses on STAR benchmark tests to identify trends in concepts and skills that can be improved, targets instruction over a limited time period, and then measures results. This work supports MIS 1. Additionally, the ILT reported that staff are being sent for training on climate and culture improvements, which supports MIS 2.
5.3: Students demonstrate academic progress over time.	- Students demonstrate progress on internal measures linked with the school's promotion or exit standards. - The performance of student subgroups on State assessments demonstrates that the school is making progress toward eliminating achievement gaps. - Students meet proficiency and grade-level targets across subjects and grade levels on norm-referenced benchmark assessments and State assessments. - Matched cohorts of students who score proficient or advanced (or equivalent) on State assessments maintain or improve performance levels across continuous enrollment years. - The percentage of all students performing at proficient or advanced (or equivalent) on State assessments increases over time. - Students demonstrate academic growth as measured by value-added or State growth percentile measures. - Students demonstrate progress toward attaining expected knowledge and skills as measured by interim assessments.	Students are beginning to demonstrate academic progress over time. - According to the SPF, MHS improved its rating from Turnaround in 2022 to Priority Improvement in 2023, with an overall score of 35.5%, up by 2.2 points. This increase was sufficient to move MHS up one rating level, as the turnaround plan ranges from 0% to 33.9%, while priority improvement ranges from 34.0% to 41.9%. The percent of points earned for academic achievement (25%) and postsecondary and workforce readiness (32.7%) were rated Does Not Meet, while academic growth (45.5%) was rated Approaching. The school also met the accountability participation rate of 95%. - In 2023, the SPF indicated that academic achievement in both EBRW and math was rated as Does Not Meet across all student groups. Academic growth showed mixed results, with most groups rated as Approaching in ELA, except for students receiving SPED services that was rated as Does Not Meet. In math, multilingual learners and students receiving SPED services were rated as Does Not Meet, while all other student groups were rated as Approaching. Multilingual learners gaining English language proficiency earned a score of Approaching, while those on track to English proficiency were rated as Does Not Meet. - According to the 2023 SPF, the 4-year average graduation rate for all students was 63.1%, which is a decrease compared to the 7-year average of 82.3%. Multilingual learners had the lowest graduation rate in 2023 at 57.1%, while students eligible for free or reduced-price lunch had the highest rate at 65.9%. - Teachers reported monitoring students for being on track and communicating this with other teachers and parents. This monitoring primarily occurs through CCRC advisory classes, which meet daily. - Students expressed understanding of expectations and willingness to work to meet them. They also shared that struggling students probably don't care as much. Students stated that being on track to graduate offers more opportunities and choices.

State Review Panel Criteria		Claims & Evidence
6. There is necessity that the school remain in operation to serve students.		[X] Yes [] No
6.1: The school is mission-driven and its mission and vision meet a unique need.	- All stakeholders share an understanding of, and commitment to, the mission and vision. - School programs reflect the mission and vision. - The mission and vision guide decisions about teaching and learning. - The mission and vision meet the needs of an identified student population.	The school is mission-driven, and its mission and vision are beginning to meet a unique need. - District leaders reported that the district's mission is “finding excellence through experience.” School leaders indicated that the district's mission aligns with the school's mission of postsecondary readiness, although there may be some differences in interpretation between the district and the school. - School leaders reported that mission alignment is a key consideration in all leadership decisions. They discussed rocks as the priority goals and mission focus of the improvement plan, with MIS 1 and MIS 2 aimed at improving academic outcomes for students and enhancing trust among stakeholders. - The ILT reported that their focus is on improving instruction through activities such as data collection and analysis, coaching cycles, and professional development. - Students expressed that they face high expectations for their learning outcomes and noted the teachers' dedication to helping them achieve and succeed. They mentioned engaging in goal setting and being held accountable for their progress. Students also reported that teachers discuss future goals with them that extend beyond their time at MHS. Additionally, students mentioned having access to programs at the school that are not available elsewhere in the community. - Parents indicated a lack of clarity regarding the goals and outcomes set by the school, especially in terms of how these goals are communicated and tracked.
6.2 There are no other viable options for enrolled students that will likely lead to better outcomes.	- There are limited other school options available (e.g., online, charter, district). - The school serves an isolated and/or remote community. - Closure would have a significant negative impact on the community. - Comparison schools do not promote better student outcomes.	There are no other viable options for enrolled students that will likely lead to better outcomes. - District leaders reported that MHS serves approximately 800 students who live in close proximity to the school and there are no other nearby options that could support an influx of this many students. They also mentioned that they do not have capacity elsewhere within the district to receive the school's students, and as a boundary school, most students would likely enroll in surrounding districts. - The SLT at MHS believes that the success of the school is crucial for the entire community in southeast Colorado Springs. The team is of the opinion that if the school fails, it will have a negative impact on the entire community. - Students expressed that if MHS were to fail, they would need to transfer to other district schools. Some students are open enrolled from other districts and would have to return to their home schools. They stated that MHS offers more opportunities than their home schools, including the Mitchell Promise, concurrent enrollment, student council, sports and theater programs, Upward Bound, tutoring, and career start. - Students strongly believe that they will be prepared for postsecondary success if they stay at MHS and graduate. They feel that all students at MHS have this opportunity as long as they have the right mindset to graduate: that everyone has a chance, but they have to take ownership of their education.