Strasburg School District 31-J

Agenda

SCHOOL DISTRICT BOARD OF EDUCATION
October Regular Meeting
October 14, 2024 6:00 PM

Central Service Building, 2102 Wagner Street, Strasburg, CO 80136

Meeting is In-Person Audience may observe via Zoom
Join Zoom Meeting
https://ecboces.zoom.us/j/9805 7290855
Meeting ID: 980 5729 0855

Mission Statement (Policy AD):
Strasburg 31J will develop resourceful, responsible, and resilient engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

Board of Education

Michael Marrero, President

Diana Elliott, 1st Vice President

Daymon Johnson, 2nd Vide President

Mary O'Malley, Secretary

Julie Winter, Treasurer

Strasburg School Board strives to follow our guiding principles:

T – Transparency

R – Respect

U – Unity

T – Trust

H - Honesty

Board Procedures:

Board meeting time is dedicated to the mission and goals of the Strasburg 31J School District. Public opinion is valuable to the Board, and there is an opportunity during request from patrons to address the Board. Individuals who try to address the Board outside of public comment may not be recognized.

Members of the public who intend to offer public comment to the Board must sign up for comment before each Board meeting. The Board President has discretion to call on those who have signed up and set the order of speakers.

Presentations must be no more than three minutes.

I. Opening of Meeting
Michael Marrero
a. Roll Call
b. Pledge of Allegiance
c. Adoption of the Minutes
d. Adoption of the Agenda

II. Celebrations

Kelle Bongard
a. Donors Choose
b. HMS STEAM
c. National Principal's Month
d. 2A Boys Golf State Champion
e. Construction Class

III. Public Participation/General
a. None

Michael Marrero

IV. Old Business

a. Construction Update
b. Coffee w/ BOE

V. New Business

a. Board of Education Retreat
b. BOE Vacancy Timeline

c. Date	d. Activity
e. October 14, 2024	f. Board Passes Resolution to Declare Vacancy
g. October 17, 2024	h. Notice in Paper for Vacancy
i. October 24, 2024	j. Notice in Paper for Vacancy
k. October 28, 2024	l. Applications Due to District by 4:00 p.m.
m. November 11, 2024	n. BOE Interviews and Appoints New Board Member

VI. Board Reports/Discussion
a. Board Feedback
Michael Marrero
b. Legislative and Colorado Association of School Boards
Diana Elliott
c. District Accountability Committee
Mary O'Malley
d. East Central Board of Cooperative Educational Services
Diana Elliott
e. Chamber of Commerce
Michael Marrero
f. Construction
Daymon Johnson

VII. Superintendent Report/Discussion

Kelle Bongard
a. Senator Visit
b. Grand Opening Event
c. Hispanic Heritage Month/ Celebration
d. Elementary Houses

e. School Performance Framework/ Unified Improvement Plans
f. DAC Members

VIII. Adoption of Consent Agenda
a. Personnel Matters Contract/Letter of Assignments – New Hires/Renewals
b. Personnel Matters Contract/Letter of Assignments – Reassignments
- Samantha Garcia - Transfer from Regular Food Services Cook to Substitute

c. Personnel Matters Contract/Letter of Assignments – Terminations/Resignations/Non-Renewals
- Joslynn Busby
- Heather Turner

d. DAC Members

IX. Resignation of Board Member - Julie Winter

X. Resolution to Declare a Vacancy

Be it resolved that the Board of Education of Strasburg School District accepts the resignation of Julie Winter from the Board of Education effective October 14, 2024; and
Be it further resolved that, in accordance with state law, the Board declares a vacancy in this school director office that will be filled by appointment by the Board within 60 days in accordance with the following procedure:

- Interested persons are invited to send a letter to the Board with a statement of interest and qualifications by 4:00 p.m. on October 28, 2024, at 2102 Wagner Street, Strasburg, Co. 80136.

2. The Board will interview prospective candidates on November 11, 2024, at a public meeting.
3. To be eligible for appointment, a candidate must be a registered elector of the school district.
4. The appointee will serve until the next regular school biennial election in November 2025.

XI. Calendar Review
a. Meeting Times and Dates Review
b. Future Agenda Topics

XII. Adjournement

Worksession
Friday, September 27, 2024 9:00 AM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Ms Diana Elliott:	Present
Daymon Johnson:	Present
Michael Marrero:	Present
Mary O'Malley:	Present
Julie Winter:	Present

Present: 5.

I. Call to Order
Meeting was called to order at 9:00 a.m.

II. Roll Call
President Marrero asked Superintendent Bongard to introduce the following guests in the room:

- Gio Gonzaez - School Resource Officer
- Connie Crego - Human Resources Manager that will start with the district on October 1, 2024.

III. Discussion Topics

III.a. Construction Update
Ms. Taylor presented the construction update with the Board.

- Fransen Pittman - completed 23-month warranty walk with Fransen Pittman, RTA (Architect), and NAV5 (Owners Rep) in September. Major items still outstanding include the sink hole in the parking lot, doors not working properly, and deteriorating concrete by old entrance. Fransen Pittman is working on addressing these issues.
- Taylor Kohrs - completed 23-month warranty walk with Taylor Kohrs, RTA (Architect), and NAV5 (Owners Rep) in September. Major items still outstanding include the boiler system, HVAC units, and installation of ceiling materials in the locker rooms. Taylor Kohrs is working on addressing these issues. They have indicated they will not cover the cost of the installation issues in the locker rooms.
- Adolphson Peterson - Project is nearing completion. The district received TCO for both the Press Box and Restroom facility. Health inspection for the concession stand will be later today.

III.b. CASB Resolutions
Ms. Elliott review the CASB Resolutions with the Board and discussed ensued on what action Ms. Elliott should take at the fall delegate assembly.

III.c. Review Board Norms
Tabled until next meeting.

III.d. CASB Guidance on Appointing Board Memeber

Board reviewed the necessary steps that are required to be taken in the event there is a resignation of a Board member. Ms. Winter shared that she may need to resign from the Board at the October meeting.

III.e. Superintendent Goals
Tabled until next meeting.

III.f. Review Edits to Superintendent Evaluation
Tabled until next meeting.

III.g. Prepare for October Coffee Chat
Board asked Superintendent Bongard to request the community room at TBK bank for the Coffee Chat on October 25th. FBLA-Burg Brew will provide the coffee for this meeting. Topics will include the roles of the Board of Education and Perceptions of the District. Board would like for the Coffee Chat to be published in the Community Coral in the I-70 Scout.

III.h. Amendment 80
Board reviewed the information provided by Superintendent Bongard regarding Amendment 80. Board will review the proposed resolution provided by CASB and provide feedback to Mr. Marrero on adding it to the October agenda.

Meeting was adjourned at 11:00 a.m.

Strasburg School District 31-J
Agenda

Minutes of the Board of Education Regular Meeting
September 9th, 2024, 6:00 pm
2102 Wagner St
Strasburg, CO 80136

CALL TO ORDER:
Meeting was called to order at 6:00 p.m. by Vice President Diana Elliot .

ATTENDANCE: (Roll Call)
Board members present were Diana Elliott, Daymon Johnson, May O'Malley and Julie Winter. Michael Marrero attended via Zoom at 6:30

Others participating were Kelle Bongard (Superintendent), Jen Hall (Board Secretary) & Nancy Taylor (CFO). Various community members were also in attendance.

ADOPTION OF THE MINUTES:
On a motion by Mary O'Malley and seconded by Diana Elliott, it is hereby resolved to approve the minutes as presented.
AYE: Elliott, Johnson, Winter, O'Malley
NAY: NONE – MOTION CARRIED 4-0

ADOPTION OF THE AGENDA:
On a motion by Julie Winter and seconded by Daymon Johnson, it is hereby resolved to approve the agenda as presented.
AYE: Elliott, Johnson, Winter, O'Malley
NAY: NONE – MOTION CARRIED 4-0

Celebrations:

a. Library Grant

The district has been awarded a $5,000 grant from the Colorado State Library. This grant will benefit all three school libraries by enhancing book collections, particularly with an increase in Spanish materials, promoting diverse literature access for students.

b. Elementary Houses

The Elementary House Party Celebration was a great success. The event, themed "Four Houses, One Tribe: Better Together," showcased the positive connections between older and younger students. The celebration fostered teamwork and community spirit, with students supporting and forming friendships across grades. Thanks were extended to all who contributed to the event's success.

c. CDE Cohorts

Six district staff members have joined the Colorado Department of Education Leadership learning cohorts. These groups meet monthly to discuss and address topics such as chronic absenteeism, family and community partnerships, rural leadership, ELL support, and school safety. This participation supports professional development and will benefit the district and its students.

d. Translation/Interpretation Devices

The district has purchased five instant translation devices, capable of supporting over 100 languages with 98% accuracy. One device will be placed in each building to improve communication and family involvement, aligning with Strategic Driver #3 of the Strasburg Story.

e. Updated Staff Benefit Feedback

The district has introduced an enhanced staff benefits program, including a 25% discount on preschool tuition and waiver of student athletic fees for all full and part-time regular employees. Initial feedback has been very positive, reflecting appreciation for these new benefits.

Board Reports:

Superintendent Report/Discussion:

a. School Performance Framework

The state has released the School Performance Frameworks (SPFs). The high school and elementary school have received a "Performance" rating, the highest rating. The middle school has improved to an "Improvement" rating from a previous "Priority Improvement" status. Prairie Creek's rating is pending due to its small student population, but an improvement is anticipated. The district's overall rating has shifted to "Improvement," which will be addressed through focused efforts to meet state expectations and enhance student outcomes.

b. 5 Essentials Survey Data

The district conducted the 5Essentials Survey in February, assessing key factors such as effective leadership, collaboration, family involvement, supportive environments, and ambitious instruction. A strong supportive environment was highlighted as a district strength. The survey will be administered annually to track growth and guide improvement efforts.

c. State Attendance Data

Statewide attendance rates are at 91.5%, with chronic absenteeism at 27.7%. The district's attendance rate matches the state average, and chronic absenteeism has decreased to 28.2%. The district is exploring participation in a nationwide Attendance Lab to further improve student attendance and outcomes. Hemphill Middle School's successful interventions will be extended district-wide.

d. Strasburg Story/UIP

Building principals are working on Unified Improvement Plans (UIP) for each school, to be presented at the October board meeting before state submission. These plans will focus on refining existing systems and fostering long-term growth and achievement, building upon last year's goals.

ADOPTION OF THE CONSENT AGENDA:
On a motion by Daymon Johnson and seconded by Mary O'Malley it is hereby resolved to approve the consent agenda.
AYE: Elliott, Johnson, Marrero, O'Malley, Winter
NAY: NONE – MOTION CARRIED 5-0

Future Dates & Times:

- Senator Oct 10th 9am- 2-pm coming to visit.
- Board Retreat
- Board Work sessoin Sept 27th

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ADJOURNMENT

On a motion by Julie Winter and seconded by Mary O'Malley it is hereby resolved to adjourn at 6:52 p.m.

AYE: Elliott, Johnson, Marrero, O'Malley, Winter

NAY: NONE – MOTION CARRIED 5-0

_____ _____

Michael Marrero, President Date

_____ _____

Mary O'Malley, Secretary Date

Coffee With the Board of Education

When: October 25, 2024

7:30 - 8:30 am

Where: Strasburg Legion Hall

56423 Westview Ave. Strasburg

Topics: Role of BOE Members

Community Perception of Strasburg Schools

Guidelines:

1. All are WELCOME!
2. Stick to the topic!
3. Be respectful!

COFFEE PROVIDED BY SHS FBLA 'BURG BREW

Strasburg 31J Board Retreat Summary
with Takeaways and Key Dates

RETREAT AGENDA

Saturday, September 14, 2024

Team Dynamics and High Performing Teams

The meeting opened with an interactive activity focused on understanding and leveraging the Emergenetics profiles of the board members. Key points included the importance of a balanced profile for effective collaboration, with a preference for evenly distributed colors. Specific profiles were discussed, highlighting thinking and behavioral preferences. The team was encouraged to adapt their communication styles to accommodate different profiles, ensuring all voices are heard and decisions are informed by diverse perspectives.

The outcome goals for this activity included:

- Increased self-awareness and understanding
- Improved collaboration and communication

Action Item

- ☐ Download the Emergenetics app to access profiles, link to other team members, and have access to additional resources.

Board Self-Reflection

Following the team activity, the Board engaged in a self-reflection assessment and discussion. The Board also discussed the various performance levels of boards and several key outcomes, including role clarity, risk management, and being future focused.

The outcome goals for this section included:

- Establish a baseline understanding of current board dynamics and areas for improvement; set clear individual and collective goals for the retreat.

Board Roles and Responsibilities

This section of the meeting focused on clarifying the expectations and duties of both the board and the superintendent. Key topics included defining the distinct roles each plays in governance and administration, establishing clear communication protocols, and setting norms for effective collaboration. This segment aims to foster mutual understanding, enhance teamwork, and ensure that all members are aligned in their efforts to support the district's mission and goals.

The outcome goals for this section included:

- Establish a clear understanding of roles and expectations
- Established team norms and communication protocols emphasizing mutual respect

- Enhanced ability to address community concerns, including the use of social media to address concerns
- Strengthened Board-Superintendent relationship

Action Item

- ☐ Agree to the Board-Superintendent Communication Norms (click here for the proposed document). *Suggest sending a copy to board members in the weekly correspondence once Kelle reviews and makes any final edits. Feedback can be discussed in 2:1 meetings.*

Sunday, September 15, 2024

Board Books

The Board reconvened at 8:30am and began its agenda with a training on Board Books, an electronic platform designed to streamline board agendas and supporting materials. This user-friendly tool will provide board members and the public with easy access to meeting agendas, documents, and important updates in one centralized location. The training session covered how to navigate the platform, access meeting materials, and utilize its features for a more efficient and organized board experience. The benefits of using Board Books includes enhancing transparency, improving communication, and ensuring all board members are well-prepared for each meeting.

The outcome goals for this section included:

- Board Directors have basic understanding of how to use the new online board document system
- Increased efficiency and ease of access to board materials

Action Item

- ☐ Develop an agenda posting and process timeline
- ☐ Board members will explore the new electronic system and will have the ability to learn more at the upcoming work session. Training video is available here.
- ☐ Agree that calendar invites will be sent out to all board members for board meetings
- ☐ Track open items through the new tool and the governance planning calendar

Board Norms

This section focused on evaluating the team's norms and identifying areas for improvement. Key points included fostering a joyful environment, supporting decisions, and maintaining mutual respect. Challenges highlighted were not meeting deadlines, lack of preparation for meetings, and the need for better communication. The team discussed the importance of staying on topic and on time, and the potential use of AI to review and simplify documents, and to improve efficiency. Suggestions included streamlining the norms document and ensuring action items are tracked and followed up on.

The outcome goals for this section included:

- Clear understanding of current team norms (Board Policy BEN - Board of Education Norms)
- Discuss whether updates are needed to meet the Board's needs and ensure transparency and understanding with the public

Action Items

- ☐ Update the meeting norms document to simplify the language while keeping the same intent. Click here to access. *Place on the Work Session agenda for discussion.*
- ☐ Close future meetings by clearly outlining any action items or follow ups. Assign responsibilities and deadlines where needed.
- ☐ Discussed AI as a potential tool to help research policy-related questions and support board related work.

Superintendent & District Priorities

The Board then focused on core values and strategic goals. The Superintendent reviewed her key core values as prioritizing kids, progress over perfection, fostering genuine relationships, and recognizing everyone's story. The strategic plan aims to make learning seamless, tailor learning journeys, and ensure timely graduation. Specific goals include aligning the PK-12 calendar, developing a positive workplace environment plan, and creating a student mentor program. The district also plans to enhance staff development, partnerships, and community engagement. Metrics and progress will be tracked through a dashboard. The importance of continuous improvement and alignment with community values was emphasized.

The outcome goals for this section included:

- Proactive approach to Superintendent entry plan
- Comprehensive understanding of the status of the strategic plan
- Clarity on progress tracking and reporting
- Alignment on key priorities and action steps

Action Items

- ☐ Develop cascading metrics and milestones to track progress for each objective on the Strasburg Story dashboard.
- ☐ Incorporate feedback and finalize dashboard format/design. Bring back to board for approval/feedback by November meeting.
- ☐ Review job descriptions and responsibilities to ensure alignment with strategic plan initiatives and dashboard metrics.
- ☐ Year 1 Objectives
    - ☐ Align UIP's to Strasburg Story
    - ☐ Develop a Positive Workplace Environment Plan
    - ☐ Develop and Launch a Communication Plan
- ☐ Year 2 Objectives (calendared if they have key dates that fall in 2024-25 school year)

- ☐ Align PK-12 Calendar
- ☐ Develop 3 Year Instructional Practices Refinement Plan
- ☐ Create a Professional Development Program

☐ Year 3 Objectives (calendared if they have key dates that fall in 2024-25 school year)

- ☐ Develop Student Mentor Program
- ☐ Implement a Staff Career Program
- ☐ Develop Partnership Plan that Identifies and Engages Potential Partners

Policy Discussion

This section included the discussion of various policies and procedures: grade scales and student eligibility for activities, out-of-district enrollment, transgender students, the formal grievance process, the use of AI, meals for traveling students, and cell phone use. The need for a consistent cell phone policy in classrooms was highlighted, along with the potential impact of AI on academic integrity. The Superintendent will be looking into these various policy areas and reporting back to the Board at future board meetings.

The outcome goals for this section included:

- Enhanced understanding of policy impacts
- Clear consensus on policy directions

Action Items

- ☐ Research options for changing the grading scale and timeline for implementation. Determine approach for student athletes.
- ☐ Develop a regulation outlining the process for allowing out-of-district enrollment with board approval.
- ☐ Research meal obligations and ensure a system is in place for providing food to student athletes.
- ☐ Draft a cell phone policy for classroom use and determine if a formal policy is needed. Get input from principals.
- ☐ Research sample AI and social media policies from other districts.
- ☐ Schedule meeting with legal counsel to discuss questions/concerns around Title IX, gender identity, and athletics policies.

Financial Planning

This section focused on strategic financial planning, budget alignment, and capital projects. The school aims to enhance its capital plan to match the Strasburg story metrics, improve technology replacement cycles, and analyze performance metrics. Key properties discussed include potential sales of land in Wagner and Englebrecht, with a need to verify ownership, flood zones, and values. The school faces challenges with transportation, including driver shortages and the need for vans. The fund balance target is set at 20%, and a demographer study and facility master plan are needed for future planning. The conversation also touched on the need for ADA compliance and the potential for shared vision meetings with the rec district.

The outcome goals for this section included:

- Align financial plans with strategic priorities
- Prioritize capital investments
- Establish clarity on a financial roadmap

Action Items

- ☐ Verify land ownership details, identify floodplain areas, obtain property values
- ☐ Research requirements and process for district to buy or sell land
- ☐ Schedule future meeting to educate board on land purchase/sale rules
- ☐ Develop four-year CTE plan for potential donor
- ☐ Obtain bids to run utilities to construction class building
- ☐ Recommend budget amounts for capital vs savings
- ☐ Potential investment areas discussed:
    - ☐ FFA; Locker rooms; Auditorium, Baseball field; Wresting Room
- ☐ Pursue updated demographic study

Financial Planning - Salary Compensation

Continuing with the Financial Planning topic, the Board focused on salary compensation methods, with a consensus needed on the best approach. Four methods have been used in the past three years, but none have been universally accepted. The discussion highlighted the need to consider cost of living differences, especially in Strasburg, which is more expensive than other peer groups. The idea of rewarding staff for demonstrating learner quality was also discussed.

Action Items

- ☐ Run models of different incentive structures accounting for years of service, caps, and costs.
- ☐ Follow up with HR Consultant about previous recommendations for the compensation peer group.
- ☐ Research total compensation packages, including benefits, of peer districts for accurate comparisons.
- ☐ Explore a program for recognizing Profile of a Learner qualities and standout staff contributions.

Community Connections Plan

The Board moved the agenda item of the Governance Planning Calendar to tomorrow in order to first discuss the Community Connections Plan. Engagement strategies like quarterly coffee talks and Fireside Chats were proposed to improve community engagement. The Board brainstormed the most important and relevant topics and then prioritized those for the 2024-25 school year. The Board also considered the logistics of hosting events, including providing refreshments and leveraging local businesses.

The outcome goals for this section included:

- Develop a community engagement strategy for 2024-25
- Increased community involvement
- Clear communication objectives

Action Items

- ☐ Draft a calendar of coffee talk dates and topics. Ideas identified include:
    - ☐ How the Board Works; Perceptions of the School; Strasburg Story; 5 Essentials and School Data; Budget; Key Policies; Goals & Initiatives; Ways to Engage; Challenges; and Hot Topics
- ☐ Debrief coffee talks at the board meeting following the event.
- ☐ Advertise coffee talks through the community newspaper.
- ☐ Discuss retreat reflections at the regular board meeting.

Monday, September 16, 2024

Governance Planning Calendar

The Board reconvened at 8:30am on Monday to complete the remaining retreat topics. The first item addressed was creating a 2024-25 Governance Planning Calendar to identify and schedule Board business, Board education, Board connections with the community, Superintendent evaluation checkpoints, and the timing of Strategic Plan updates. They worked together to strategically place the topics throughout the school year. A living calendar document was created to provide transparency, accountability, and ensure alignment with board activities and district priorities.

The outcome goals for this section included:

- Comprehensive board governance calendar for the school year
- Improved coordination and communication
- Increased alignment between board activities and strategic priorities

Action Items

- ☐ Create a 2024-25 Governance Planning Calendar for the school year

Superintendent Evaluation

This section focused on refining the evaluation tool for the Superintendent. Key points included the tool's comprehensiveness, concrete nature, and the need for clear timelines and artifacts. The team discussed the importance of aligning the evaluation process with the strategic plan and contract dates. Specific adjustments included moving mid-year and final evaluations to November and March, respectively, and ensuring no surprises in evaluations. The Board emphasized the need for transparency and regular check-ins. The tool will be updated to reflect these changes and ensure alignment with the contract and relevant policies, such as:

- CBA/CDC - Qualifications/Powers and Responsibilities of Superintendent

- CBD - Superintendent's Contract
- CBI - Evaluation of Superintendent

The outcome goals for this section included:

- Agreed-upon evaluation process and timeline
- Enhanced Board-Superintendent relationship
- Documented collective agreements

Action Items

- ☐ Review the “C” policies to ensure alignment with the dates in the superintendent's contract.
- ☐ Board President will update the Evaluation tool with the suggested edits discussed
    - ☐ Update the timeline to align with the school year sequence, starting in July/August.
    - ☐ Eliminate the distinction between "informal" and "mid-cycle" evaluations, and simplify the process to have a mid-year update in November and a final annual evaluation in March.
    - ☐ Change "closed meeting exceptions" to "Executive Session" for consistency.
    - ☐ Ensure the evaluation tool aligns with the superintendent's contract, particularly the timeline for the evaluation process.
    - ☐ Streamline the comments section to focus on 3 key strengths and 3 developmental needs, rather than repeating individual comments.
    - ☐ Wait for the policy review to ensure the evaluation tool and process are fully aligned with the district's policies.
    - ☐ Once updated, send the revised version to the board for further feedback before finalizing.

Board Self-Evaluation

The concluded its retreat with a self-evaluation assessment and discussion. Reflecting on what was discussed over the retreat, the following two questions capture the key takeaways.

Based on this evaluation, identify two to three areas where the board can improve its performance: 5 8

Communication	Outreach with community
Action items Follow through Transparency	Comms Follow up Community involvement
Proactive	Communication with community Transparency Relationship with staff

Outline specific steps the board will take to address these areas for improvement: 5 6

Follow the calendar	Coffee with the board
New calendar	Follow through
Adhere to the results of this meeting I. E. Follow the plan Stick to the strategic plan Hold each other accountable	Plan regular avenues to communicate with community

The outcome goals for this section included:

- Actionable improvement plans
- Enhanced Board cohesion and effectiveness
- Commitment to ongoing self-reflection and improvement

THOUGHT BIN

Concerns

- **How are we supporting ineligible students?**
- **Staff's concern with online surveys and privacy**

Ideas for future discussion

- **Strasburg Foundation Plan**

Strasburg School District 31J

2024-2025 Board Governance Calendar

Meeting	Board Business	Strategic Plan	Community Outreach/Engageme	Other
September Work Session	Meal procedures for traveling students		Prepare for October Coffee Chat	
	Board norms - simplyfying document			
	CASB How to vote on new member			
	Superintendent Goals			
	Review edited Superintendent Evaluation Tool			
October Regular Meeting	Certify School Performance Framework			
	Approve DAC Members			
October Coffee Talk			Role of Board	
			Perceptions of the District	
October Work Session	Meet with Legal Counsel - Title IX & State Law			
	Review Financial Reports			
November Regular Meetin	Review Financial Reports	Strasburg Story Dashboard		
	Debrief October Coffee Talk			
November Work Session	Grading Scale & Eligibility Timeline			
	AI and Social Media Policy			
	Superintendent Mid Year Evaluation			
December Regular Meetin	Approve Audit			
	Mill Levy Certification			
December Work Session			Prepare for January Coffee Talk	
January Regular Meeting	Approve Revised Budget			
January Coffee Talk			Strasburg Story	
			Budget	
January Work Session	Review Financial Reports		Prepare for February Coffee Talk	
	Presentation on Land Purchase/Sale			
February Regular Meeting	Renewal of Superintendent	Strasburg Story Dashboard		Superintendent Evaluation-Staff Interviews
	Review of Financial Reports			
	Debrief January Coffee Talk			

February Work Session	Regulation on Out of District Enrollment			
February Coffee Talk			5 Essential Survey	Evaluations Complete - Princpals, AP, Director
March Regular Meeting	Renewals of Principals/Asst. Principals			
	Renewal of Directors			
	Debrief February Coffee Talk			
	District Calendar - Next Fiscal Year			
	Superintendent Evaluation - Formal Evaluation			
March Work Session	Review Budget Priorities		Prepare for April Coffee Talk	Staff Evaluations Complete
	Review Handbooks			Sign Diplomas
April Board Meeting	Renewal of Certified Staff			
	Renewal of Classified Staff			
April Coffee Talk			Budget	
April Work Session	Review Proposed Salary Schedule			
	Review of Financial Reports			
May Board Meeting	Approve Salary Schedule	Strasburg Story Dashboard		
	Resolution RE ECBOCES			
	Debrief on April Coffee Talk			
	Review of Financial Reports			
May Work Session	Review Preliminary Budget			
	Cell Phone Policy - Do We Need			
June Regular Meeting	Approve Budget			
	Resolution to Participate in Election			
June Work Session				
Questions:				
August 2025 - Strasburg Story Dashboard				

STRASBURG SCHOOL DISTRICT 31J

GRAND OPENING

EVENT
TO SHOWCASE THE
IMPROVEMENTS
AT
WINTER FIELD

SATURDAY, OCTOBER 26, 2024

1:00 PM - OPENING CEREMONY/RIBBON CUTTING

SPEECHES, BAND

1:15 PM - GATES OPEN

1:45 PM - PRE GAME ANNOUNCEMENTS

2:00 PM - KICKOFF VS. KENT DENVER

#GOLAKERIDGE

WE WOULD LIKE TO THANK THE COMMUNITY FOR ENTRUSTING US WITH THEIR SUPPORT!

Strasburg High School Multicultural Club and Community Members Presents a Hispanic Heritage Month celebration

FESTIVAL HERENCIA HISPANA

Family Friendly Food & Merchandise Live Entertainment Children's Activities Hispanic Candy and Games

October 15th 4:30pm-6:30pm @ Strasburg High School Court Yard

Want to host a booth or offer entertainment in the festival? Scan the QR code or call/text Mrs. Aldana at 720-297-2818

El Distrito Escolar de Strasburg y miembros de la comunidad presentan una celebración del Mes de la Herencia Hispana

Para toda la Familia
Comida y Mercados
Entretenimiento en Vivo Dulces y Juegos Latinos

FESTIVAL HERENCIA HISPANA

El 15 de Octobre 4:30pm-6:30pm @ Strasburg High School court yard

¿Quieres montar un stand o ofrecer entretenimiento en el festival? Escanee el código QR o llame o envíe un mensaje de texto a la Sra. Aldana al 720-297-2818

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

School Name	Grades Served	Phone
Prairie Creek High School		3036226328
District Name	**Principal**	**Website**
Strasburg 31J	THOM WINTER	

Description

We exist to serve the non-traditional student, who is at risk of not graduating or dropping out by role modeling positive behavior, providing a safe environment and nurturing their educational, emotional and physical well-being so that they have the skills to live life well

Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *Increasing Student Graduation Rate.*	• High mobility impacts students' attendance, feelings of connection, motivation • Lack of Systems for Greater Teacher Collaboration.	• Addressing High Mobility by enhancing CTE soft skills.

Student Performance Priorities

Student Performance Priority Summary

- *Based on state data, our graduation rate is 70.6%. Of our students identified as eligible for Free and Reduced priced lunch, 61.1% are graduating*

Student Performance Priority: Increasing Student Graduation Rate.

Student Performance Priority Category

Postsecondary Workforce Readiness (Graduation/Completion Rate)

What group(s) is this Student Performance Priority focused on? (Choose all that apply)	What grade(s) is this Student Performance Priority focused on? (Choose all that apply)
Free/Reduced Lunch English Learners/Multi-Language Learners	9 10 11 12

Root Cause Analysis

Increasing Student Graduation Rate.

High mobility impacts students' attendance, feelings of connection, motivation

Provide a short description of this Root Cause

High student mobility negatively impacts learning by causing frequent disruptions in educational continuity, inconsistent access to curricula, and social-emotional instability.

Root Cause Category

Social-Emotional/Trauma-Informed

Provide a rationale for how this Root Causes was selected and verified.

These disruptions lead to gaps in knowledge, reduced academic achievement, and diminished school engagement. Addressing these issues requires targeted interventions to provide stability and support for highly mobile students, ensuring they receive consistent and emotionally supportive education.

Lack of Systems for Greater Teacher Collaboration.

Provide a short description of this Root Cause

Evidence from our University of Chicago Five Essentials surveys of parents, teachers, and staff indicate we have the opportunity to organize our learning systems for more collaborative work in our strategic planning execution.

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

Specific data that shows this highest-yield opportunities lie in perceptions of our effectiveness with Collaborative Teachers and Quality Professional Development. This evidence supports our contention that a shift in culture, specifically Domain 4 in Four Domains of Rapid School Improvement will provide the research-based foundation for building collaborative teachers systems and high quality professional development targeted specifically on our Student Performance Priority in Reading and Writing.

Major Improvement Strategies

Addressing High Mobility by enhancing CTE soft skills.

Major Improvement Strategy Category

Social Emotional Learning Supports

Please write a description/overview of the Major Improvement Strategy.

Addressing high student mobility by enhancing Career and Technical Education (CTE) soft skills involves teaching essential life skills and on-the-job skills that are transferable across various educational and professional settings. This approach aims to equip highly mobile students with critical competencies such as communication, problem-solving, adaptability, and teamwork, which are valuable in both academic and workplace environments. By focusing on these versatile skills, students can better manage the challenges of frequent school changes, maintain continuity in their learning experiences, and improve their employability and career readiness regardless of their mobility.

What Root Causes does this Major Improvement Strategy address?

- High mobility impacts students' attendance, feelings of connection, motivation

Describe the evidence/research that supports this Major Improvement Strategy.

The research highlights Career and Technical Education's (CTE) pivotal role in cultivating adaptable soft skills crucial for highly mobile students. Stone and Lewis (2012) emphasize CTE's ability to equip students with transferable skills essential for navigating school changes and enhancing career readiness. Similarly, the National Research Center for Career and Technical Education (NRCCTE) (2010) underscores CTE's efficacy in improving soft skills and overall career preparedness. Darling-Hammond and Adamson (2014) advocate for performance-based assessments in CTE to develop these essential skills, while Symonds, Schwartz, and Ferguson's (2011) report emphasizes the importance of soft skills in CTE for maintaining educational progress despite mobility challenges. These findings collectively highlight CTE's critical role in preparing students for success in both academic and professional realms, particularly amidst mobility transitions. High student mobility negatively impacts learning by causing frequent disruptions in educational continuity, inconsistent access to curricula, and social-emotional instability. These disruptions lead to gaps in knowledge, reduced academic achievement, and diminished school engagement. Addressing these issues requires targeted interventions to provide stability and support for highly mobile students, ensuring they receive consistent and emotionally supportive education.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other

Implementation

Implementation 1

What improvement do you expect to see?

Improved daily, weekly, and monthly attendance.

Who will monitor this strategy?

Principal

Implementation Milestones

Date	Implementation Milestone
10 / 07 / 2024	Better tools incorporated to track attendance. Central Tendency data, trend analysis.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Improve technological functionality	Principal	08 / 08 / 2024	09 / 20 / 2024
Increase life skills staff to improve student skill development.	principal	08 / 08 / 2024	

Strategy 2: Implement a rigorous system of data-driven PLCs.

Major Improvement Strategy Category

Data-Informed Instruction

Please write a description/overview of the Major Improvement Strategy.

If we establish and effectively support Professional Learning Communities (PLCs) within our school, we will foster a culture of continuous improvement, collaboration, and shared responsibility for student success.

What Root Causes does this Major Improvement Strategy address?

- Lack of Systems for Greater Teacher Collaboration.

Describe the evidence/research that supports this Major Improvement Strategy.

Research indicates that implementing Professional Learning Communities (PLCs) in schools enhances teacher collaboration, improves instructional practices, and increases student achievement. PLCs create a culture of continuous improvement and shared responsibility for student learning, leading to more effective teaching and better educational outcomes.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other

Implementation

Implementation 1

What improvement do you expect to see?

Increased student engagement

Who will monitor this strategy?

Principal

Implementation Milestones

Date	Implementation Milestone
12 / 20 / 2024	Additional staff, additional training and professional development

Action Plan

Action Step	Responsible Party	Start Date	End Date
Create a system to evaluate multiple sources of data	Principal	08 / 14 / 2024	12 / 20 / 2024
Collect data from identified sources at set times throughout the year.	Principal	10 / 15 / 2024	05 / 16 / 2025
Evaluate collected data set goals.	Principal	05 / 15 / 2025	06 / 12 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	✓ I agree
The plan was developed in partnership with a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	✓ I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	✓ I agree

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

School Name	Grades Served	Phone
Hemphill Middle School		3036229211
District Name	**Principal**	**Website**
Strasburg 31J	JOHNNIE ECHER	

Description

Hemphill Middle School, a vibrant hub of learning nestled in the heart of Strasburg, Colorado, is experiencing exciting transformations in its student population and educational approach. With a total of 249 students in grades 6 to 8, the school has embraced diversity, witnessing a remarkable increase in the multi-learner population, from 12% in 2020 to 20% in 2024, marking a substantial 132% rise. Similarly, the proportion of minority students has grown from 34% to 41% over three years, accompanied by a 28% increase in students eligible for meal assistance. Despite these shifts, Hemphill Middle School maintains its commitment to excellence, with steady percentages of students in the Gifted and Talented Program (10%) and Special Education (14.1%). To ensure every student thrives, the school offers personalized support, including pullout reading sessions and intervention courses in reading and math, leveraging innovative tools like iReady and Reflex Math. Recent initiatives, such as subject-based interventions, the introduction of a WIN (What I Need) block, and the implementation of Professional Learning Communities (PLCs), highlight the schools dedication to tailored learning experiences. This year we are introducing grad level team meetings as well to help close the learning gap. The district as also implemented a truancy protocol for all schools to improve attendance. Moreover, the district has just developed a strategic plan to provide focused support, aligning with Hemphill Middle Schools goals for growth and success. Hemphill Middle School fosters a culture of inclusivity and academic growth, guided by a set of core beliefs that prioritize student well-being and achievement. Despite challenges, the schools positive trajectory is evident, with a commitment to continuous improvement and a bright future ahead.

School Contact Information

Name: Johnnie Echer

Title: Principal

Phone: (303) 622-9213

Email: jecherl@strasburg31j.com

Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *Matching or exceeding state averages on ELA CMAS*	• Lack of systems for students to struggle with difficult content • Lack of systems for greater teacher collaboration	• Increase the conditions and the systems for teacher collaboration. • Implement a rigorous system of data-driven PLCs.
• *Improve Student Attendance*	• Lack of Student Supports and Accountability	• Back to our Roots
• *Closing Achievement Gaps in English Language Arts*	• Lack of strong student supports for diverse learners • Lack of systems for students to struggle with difficult content	• Strong MTSS System • Increase the conditions and the systems for teacher collaboration.

Student Performance Priorities

Student Performance Priority Summary

- There is a notable gap between the average ELA scores (730) for grades 6-8 relative to the State Mean (743). This disparity is particularly evident among students designated as Free and Reduced Lunch (F&R) recipients, who have an average score of 720, and English Language Learners (ELL), who have an average score of 722. Additionally, the difference in scores between F&R and ELL students is insignificant, with only a 2-point scale score difference. This indicates a consistent need for targeted instructional strategies to support these groups and close the achievement gap.

Student Performance Priority: Matching or exceeding state averages on ELA CMAS

Student Performance Priority Category

English/Language Arts growth

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

6 7 8

What is the current performance of this Student Performance Priority?

2024 CMAS ELA for all students at HMS was a scale score of 730 while Free and Reduced Lunch was 720

What is the end of 2025-26 school year (2 year) measure and target?

By year 2 all students will meet the state average

What is the end of 2024-25 school year (1 year) measure and target?

We will achieve a scale score of 738 for ELA on the CMAS with all students by growing 8 points. Our free and reduces population will achieve a scale score or 724 by growing 6 points

Interim Measure and Target?	Measurement Dates
iReady	08 / 30 / 2024
iReady	12 / 04 / 2024
iReady	08 / 06 / 2025

Student Performance Priority: Improve Student Attendance

Student Performance Priority Category

Other achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

6 7 8

What is the current performance of this Student Performance Priority?

Hemphill's attendance rates have dropped from 94.5% in 2020 to 91.8 in 2023

What is the end of 2025-26 school year (2 year) measure and target?

Hemphill's attendance rate will improve by 2% to be 95.

What is the end of 2024-25 school year (1 year) measure and target?

By the end of this year the attendance rate will increase to 93%

Interim Measure and Target?	Measurement Dates
Evaluation of a	

What is the current performance of this Student Performance Priority?

Hemphill's attendance rates have dropped from 94.5% in 2020 to 91.8 in 2023

What is the end of 2025-26 school year (2 year) measure and target?

Attendance rate goal after 2 years will be 96%

What is the end of 2024-25 school year (1 year) measure and target?

By the end of this year our attendance rate will be 94%

Interim Measure and Target?	Measurement Dates
evaluation of attendance data in Powerschool	01 / 06 / 2025

Student Performance Priority: Closing Achievement Gaps in English Language Arts

Student Performance Priority Category

English/Language Arts growth

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Free/Reduced Lunch English Learners/Multi-Language Learners Students of Color/Minority Students

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

What is the current performance of this Student Performance Priority?

Multilingual learners earned a mean scale score of 711 on the School Performance Framework, while students receiving free and reduced lunch scored 718. Both groups were behind the overall student population, which had a mean score of 729.

What is the end of 2025-26 school year (2 year) measure and target?

Both catagories will be at the same level as all students on the School Performance Framework

What is the end of 2024-25 school year (1 year) measure and target?

Students receiving free and reduced lunch, as well as multilingual learners, are expected to grow by 5 points, reaching scores of 722 and 714, respectively

Interim Measure and Target?	Measurement Dates
iReady	01 / 22 / 2025

Root Cause Analysis

Matching or exceeding state averages on ELA CMAS

Lack of systems for students to struggle with difficult content

Provide a short description of this Root Cause

From the data, we noticed a significant trend: students are not completing the complex constructed response questions. This observation is particularly concerning, as these questions are designed to assess higher-order thinking and analytical skills. The lack of engagement with these complex tasks suggests that students may be struggling with or avoiding questions that require deeper understanding and critical thinking. This trend highlights a potential area of weakness in their learning process, indicating a need for instructional strategies that better prepare students to tackle and succeed in these more demanding aspects of their assessments.

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

The root cause of the notable gap in ELA scores can be traced to several critical issues. The 5 Essentials report indicated that academic press was very weak, suggesting that expectations for student achievement and encouragement for academic rigor were insufficient. Additionally, math instruction quality was identified as very weak, potentially impacting overall academic performance, including ELA. The quality of student discussion was found to be weak, indicating a lack of engagement in meaningful, high-level academic discourse. Furthermore, CMAS 2023 data revealed that only a small percentage of students attempted complex constructed response questions, particularly those requiring higher-level thinking and analysis. These factors collectively highlight the underlying issues in instructional practices and the academic environment, which are not sufficiently promoting rigorous thinking and analytical skills among students.

Lack of systems for greater teacher collaboration

Provide a short description of this Root Cause

From our 5 essentials data it was reveled that teachers, parents and staff it is perceived that we are not organized to maximize to better achieve student results. For example our collaborative practices we shown as very weak as well as reflective dialogue. This is also reflective in our drop in CMAS scores and relevant in our educational diagnostic performed by TNPT.

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

Professional Learning Communities (PLCs) are essential for improving student outcomes and teacher effectiveness at Hemphill Middle School. Research consistently shows that schools with strong PLCs see significant gains in student achievement. Vescio, Ross, and Adams (2008) found that PLCs have a positive impact on both teaching practices and student learning. Through regular collaboration, teachers can share best practices, analyze student work, and refine their instructional strategies. This is especially crucial for Hemphill, where teachers have already conducted data analysis from iReady and CMAS assessments. PLCs provide an opportunity to dive deeper into this data, identify gaps in student learning, and make data-driven decisions that directly impact teaching and learning. In addition to improving academic outcomes, PLCs promote continuous professional development and collaboration among teachers. This is vital in addressing challenges with Hemphill's diverse learners, such as multilingual students and those eligible for free and reduced lunch. DuFour et al. (2016) emphasized that teacher collaboration is key to enhancing instructional practices. By working together, teachers can develop strategies to support these groups more effectively and close achievement gaps. Schools with active PLCs have demonstrated measurable success in enhancing instructional quality, making PLCs a valuable tool for the school's ELA focus and overall student success.

Improve Student Attendance

Lack of Student Supports and Accountability

Provide a short description of this Root Cause

Hemphill's attendance rates have seen a steady decline with the exception of a 1% raise last year. This contributes to lower academic performance on key assessments. Fostering a stronger sense of belonging within the school community while holding them accountable can help improve both attendance and student engagement, ultimately boosting academic success and well-being for students and staff alike.

Root Cause Category

Infrastructure (data, systems, identification)

Provide a rationale for how this Root Causes was selected and verified.

Since 2019, Hemphill's attendance rate has dropped by 2.7%, accompanied by a decline in performance on assessments like iReady and CMAS. Research shows that chronic absenteeism directly correlates with lower academic performance. For instance, a National Center for Education Statistics (NCES) study found that students with higher absentee rates often have poorer grades, and a University of Chicago study revealed that missing more than 10% of school days significantly increases the risk of lower test scores and overall academic struggles. These findings highlight the importance of improving attendance to boost academic success. A key factor in addressing absenteeism is fostering a sense of belonging within the school. Gopalan and Brady (2019) demonstrated that students who feel a strong sense of belonging tend to attend school more regularly and perform better academically, especially among underrepresented groups. However, it's also important to hold students accountable for their attendance. By setting clear expectations and encouraging responsibility for showing up, schools can reinforce the importance of being present, both for their academic success and the school community as a whole. Strengthening these bonds is essential for creating a supportive environment that benefits both students and staff, leading to improved attendance, academic performance, and well-being.

Closing Achievement Gaps in English Language Arts

Lack of strong student supports for diverse learners

Provide a short description of this Root Cause

Evidence from our University of Chicago Five Essentials surveys of parents, teachers, and staff indicate we have the opportunity to organize our learning systems for more collaborative work in our strategic planning execution. Specific data that shows this highest-yield opportunities lie in perceptions of our effectiveness with Collaborative Teachers and Quality Professional Development. This evidence supports our contention that a shift in culture, specifically Domain 4 in Four Domains of Rapid School Improvement will provide the research-based foundation for building collaborative teachers systems and high quality professional development targeted specifically on our Student Performance Priority in Reading and Writing.

Root Cause Category

Intervention Systems

Provide a rationale for how this Root Causes was selected and verified.

Based on ACCESS data, our English learning students are on track to proficiency, minority students, free and reduced lunch students, and multilingual learners are experiencing declining performance on CMAS. Minority students have a mean scale score of 721, free and reduced lunch students are at 718, and multilingual learners are at 711, reflecting a drop from last year. This decline suggests that these student groups are not receiving sufficient targeted support and differentiated instruction to meet their academic needs, contributing to the achievement gap.

Lack of systems for students to struggle with difficult content

Provide a short description of this Root Cause

From the data, we noticed a significant trend: students are not completing the complex constructed response questions. This observation is particularly concerning, as these questions are designed to assess higher-order thinking and analytical skills. The lack of engagement with these complex tasks suggests that students may be struggling with or avoiding questions that require deeper understanding and critical thinking. This trend highlights a potential area of weakness in their learning process, indicating a need for instructional strategies that better prepare students to tackle and succeed in these more demanding aspects of their assessments.

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

The root cause of the notable gap in ELA scores can be traced to several critical issues. The 5 Essentials report indicated that academic press was very weak, suggesting that expectations for student achievement and encouragement for academic rigor were insufficient. Additionally, math instruction quality was identified as very weak, potentially impacting overall academic performance, including ELA. The quality of student discussion was found to be weak, indicating a lack of engagement in meaningful, high-level academic discourse. Furthermore, CMAS 2023 data revealed that only a small percentage of students attempted complex constructed response questions, particularly those requiring higher-level thinking and analysis. These factors collectively highlight the underlying issues in instructional practices and the academic environment, which are not sufficiently promoting rigorous thinking and analytical skills among students.

Major Improvement Strategies

Increase the conditions and the systems for teacher collaboration.

Major Improvement Strategy Category

School or District Climate and Culture

Please write a description/overview of the Major Improvement Strategy.

To enhance staff cohesion and improve the overall educational environment, it is essential to focus on several key areas. First, we need to bolster the knowledge and skill sets of our staff through active participation in Professional Learning Communities (PLCs). This will ensure that all team members are well-equipped with the latest educational strategies and methodologies. Additionally, fostering a culture of collaboration is crucial. By creating opportunities for staff to work together on focused goals and initiatives within these PLCs, we can build a stronger sense of community and shared purpose. This collaborative effort will not only improve the motivation and engagement of our staff but also lead to more effective teaching practices and better outcomes for our students. Encouraging open communication, providing team-building activities, and recognizing collaborative achievements are also vital steps in this process.

What Root Causes does this Major Improvement Strategy address?

- Lack of systems for students to struggle with difficult content

Describe the evidence/research that supports this Major Improvement Strategy.

Research shows that enhanced teacher collaboration improves student outcomes by fostering shared best practices, collective problem-solving, and consistent instructional strategies. Implementing systems to support teacher collaboration in Year 1 can lead to a more cohesive and effective teaching environment, ultimately boosting student achievement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other

Implementation

Implementation 1

What improvement do you expect to see?

Cultural Shift in to improve teacher to teacher trust

Who will monitor this strategy?

Echer

Implementation Milestones

Date	Implementation Milestone
05 / 14 / 2025	Teacher to teacher trust will improve on the 5 essentials survey by 10 Points
05 / 15 / 2025	Quarterly Survey of Teachers

Action Plan

Action Step	Responsible Party	Start Date	End Date
Allocated time for relationship building in each staff meeting	Admin/Leadership	08 / 05 / 2024	05 / 14 / 2025
All staff gatherings	Admin/Leadership	08 / 01 / 2024	05 / 21 / 2025
Monthly targeted campaign	Admin/Leadership Social Worker	08 / 06 / 2024	05 / 14 / 2025
Learning walks	Admin/ Leadership	12 / 01 / 2024	12 / 31 / 2024

Implement a rigorous system of data-driven PLCs.

Major Improvement Strategy Category

Data-Informed Instruction

Please write a description/overview of the Major Improvement Strategy.

If we establish and maintain a data-driven instructional learning system, then we can identify specific literacy needs, tailor instruction effectively, and enhance teachers' ability to implement evidence-based practices. If we use data for continuous professional development and create mechanisms for regular feedback, then our instructional practices will remain agile, responsive, and lead to measurable improvements in literacy outcomes.

What Root Causes does this Major Improvement Strategy address?

- Lack of systems for greater teacher collaboration

Describe the evidence/research that supports this Major Improvement Strategy.

Research shows that enhanced teacher collaboration improves student outcomes by fostering shared best practices, collective problem-solving, and consistent instructional strategies. Implementing systems to support teacher collaboration in Year 1 can lead to a more cohesive and effective teaching environment, ultimately boosting student achievement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Build the practice of data entry/Use functional system

Who will monitor this strategy?

TLC Coach / Educlimber Coordinator

Implementation Milestones

Date	Implementation Milestone
10 / 16 / 2024	Quarterly data entry by October

Implementation 2

What improvement do you expect to see?

Cultivate exceptional PLCs for collaborative growth and improvement

Who will monitor this strategy?

Principals/ Chris

Implementation Milestones

Date	Implementation Milestone
05 / 14 / 2025	Collective Responsibility will improve on the 5 essentials survey by 10 Points

Action Plan

Action Step	Responsible Party	Start Date	End Date
Set standards for teacher collaboration based on best practices & research	PLC Team	07 / 30 / 2024	09 / 27 / 2024

Develop metrics to determine effectiveness of collaboration & alignment w/ goals	PLC Team	07 / 31 / 2024	10 / 09 / 2024
Formation & maintenance of PLCs throughout district to foster pd	PLC Team	07 / 30 / 2024	09 / 02 / 2024
Allocate time for PLC's to ensure regular collaboration.	PLC Team	07 / 30 / 2024	09 / 30 / 2024
Implement PD on collaboration techniques and PLC best practices.	PLC Team	07 / 31 / 2024	03 / 12 / 2025
Provide support and resources to PLCs, including expert consultants and coaches.	PLC Team	09 / 04 / 2024	05 / 28 / 2025
Create platform for inter-district collaboration to share resources & strategies	PLC Team	10 / 14 / 2024	05 / 21 / 2025
Organize meetings and workshops to share effective practices across the district	PLC Team	08 / 12 / 2024	09 / 26 / 2024
Use evaluations to refine practices, address challenges, and scale successes	PLC Team	10 / 14 / 2024	05 / 21 / 2025
Teachers will establish what data will be housed in Educlimber	Echer	08 / 12 / 2024	08 / 16 / 2024
TLC/Educlimber Coordinators will create tests in Educlimber	TLC	09 / 02 / 2024	09 / 30 / 2024
Teachers will receive educlimber training	TLC/Educlimber Coordinators	10 / 14 / 2024	02 / 19 / 2025
Data will be imputed into Educlimber every quarter	Teachers	11 / 29 / 2024	05 / 14 / 2025

Back to our Roots

Major Improvement Strategy Category

School or District Climate and Culture

Please write a description/overview of the Major Improvement Strategy.

Our data from the Five Essentials survey reveals that students at Hemphill Middle School are facing challenges with peer relationships and personal responsibility. We believe our initiatives to foster a stronger sense of belonging will not only address these concerns but also improve attendance rates. By creating a supportive and inclusive environment, we aim to help students build positive peer connections and take greater ownership of their education.

What Root Causes does this Major Improvement Strategy address?

- Lack of Student Supports and Accountability

Describe the evidence/research that supports this Major Improvement Strategy.

In January of last year, we piloted a program to improve attendance and reduce tardies by working closely with families. After holding parent-student meetings, we saw a positive impact on attendance, though tardies remained relatively constant. This initiative also helped strengthen relationships with families, who began reaching out to us with other concerns. We are optimistic that the improvements we've made, along with the full program launch in August, will result in a decline in both tardies and absences.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other

Implementation

Implementation 1

What improvement do you expect to see?

Cultural Shift to improve student/student & teacher to student relationships

Who will monitor this strategy?

Echer

Implementation Milestones

Date	Implementation Milestone
05 / 14 / 2025	Student peer relationship will improve on the 5 essentials survey by 10 Points
05 / 14 / 2025	Student to teacher trust will improve on the 5 essentials survey by 10 Points

Implementation 2

What improvement do you expect to see?

Improvement in student attendance

Who will monitor this strategy?

Administration

Implementation Milestones

Date	Implementation Milestone
05 / 14 / 2025	Attendance rates will improve by 1.5%

Action Plan

Action Step	Responsible Party	Start Date	End Date
Data collection for absenteeism	Admin/Leadership	08 / 14 / 2024	09 / 30 / 2024
Targeted Monthly Campaign	Admin Team	08 / 06 / 2024	05 / 14 / 2025
Monthly grade level team meeting	Admin/Leadership	09 / 18 / 2024	05 / 21 / 2025
Attendance and Supportive Family Conferences	Admin/Leadership	09 / 18 / 2024	04 / 18 / 2025
Creation of support plans	Admin Team	09 / 25 / 2024	04 / 18 / 2025
Continuously review and modify student plans based on progress	Admin Team	10 / 23 / 2024	05 / 21 / 2025

Strong MTSS System

Major Improvement Strategy Category

Instructional Leadership

Please write a description/overview of the Major Improvement Strategy.

Last year, we introduced our RTI (Response to Intervention) MTSS (Multi-Tiered System of Supports) program, which provided a solid foundation for identifying and addressing student needs. This year, our system is fully operational, with students already being evaluated for interventions. Additionally, we have scheduled monthly MTSS meetings, as well as regular grade-level team meetings, to ensure ongoing support and collaboration across all areas of student development.

What Root Causes does this Major Improvement Strategy address?

- Lack of strong student supports for diverse learners

Describe the evidence/research that supports this Major Improvement Strategy.

According to iReady data, 106 students at Hemphill Middle School are performing three or more grade levels below, and an additional 36 students are more than two grade levels behind. Together, this accounts for 55% of our student population. This correlates with our SPF. To address these significant learning gaps, it is crucial that we implement direct, targeted interventions for these students to ensure progress across all assessments and improve overall academic performance.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Implementation Milestones

Increased student achievement/growth	Date	Implementation Milestone
Who will monitor this strategy? Echer	05 / 14 / 2025	10% decline in students who are more than 2 grade levels below

Action Plan

Action Step	Responsible Party	Start Date	End Date
Plan and Conduct Professional Development as needed	MTSS Coordinator	08 / 06 / 2024	05 / 21 / 2025
Create MTSS Action Plan	MTSS Team	08 / 12 / 2024	09 / 30 / 2024
Create data collection system	MTSS Coordinator	08 / 12 / 2024	10 / 16 / 2024
Implement Progress Monitoring	MTSS Coordinator	10 / 07 / 2024	11 / 06 / 2024
Determine Measurable Results	MTSS Team	10 / 28 / 2024	
Identify Practices and layers of support	MTSS Team	10 / 31 / 2024	05 / 14 / 2025
Monitor Implementation	Admin/MTSS Coordinator	11 / 01 / 2024	05 / 14 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	✓ I agree
The plan was developed in partnership with a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	✓ I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	✓ I agree
Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	✓ I agree

Assurances Explanation if not selected (Optional)

Hemphill Middle School completed a thorough data analysis process. In the spring, all staff reviewed iReady data along with formative data from classroom assessments. Once CMAS data was released, the administration and leadership team analyzed it to identify key areas of focus. When school resumed, administration met with grade-level teams to further examine the data, identifying strengths and weaknesses. The Math and ELA teams took it a step further by ensuring trend data was thoroughly analyzed.

At this point, we believe an ELA focus is the best approach for our students at Hemphill Middle School. The School Performance Framework (SPF) reinforced what we had already learned from the combined data. The Unified Improvement Plan (UIP) was developed with input from the leadership team and community stakeholders.

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

School Name	Grades Served	Phone
Strasburg Elementary School		3036229211
District Name	**Principal**	**Website**
Strasburg 31J	JALEE KITZMAN	

Description

Strasburg Elementary School is the only elementary school within the Strasburg 31J school district, a large rural district serving approximately 1,200 students. Our school serves 565 students from PreK through 5th grade and is part of a district that includes one middle school, one high school, and one alternative high school. Geographically, we are located along the I-70 Corridor, about 30 miles east of Aurora and 60 miles west of Limon. Strasburg is a bedroom community, with many parents commuting to Denver and Aurora for work. As our community grows, our student population is becoming increasingly diverse, with a rising number of English Language Learners and students with disabilities. To meet the needs of all learners, we offer intensive intervention programs designed to support diverse learning needs, ensuring every student has access to the resources they need to succeed. These programs are a key part of our commitment to academic excellence and personalized learning for all students.

Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *English Language Arts Achievement*	• Teacher Collaboration	• Implement a rigorous system of data-driven PLCs
• *Attendance*	• Lack of consistent protocols, attendance processes, supports for families.	• Implement Consistent Attendance Practices and Systems. • Consistent Implementation of Multi-Tired Systems of Support

- *Gaps in English Language Arts*

→

- Established 1st Best Instructional Practices Meeting Student Learning Needs.

→

- Literacy Consultant Ongoing Professional Development
- Consistent Implementation of Multi-Tired Systems of Support

Student Performance Priorities

Student Performance Priority Summary

The selection of our Student Performance Priorities is grounded in a comprehensive analysis of multiple data points, highlighting critical areas for improvement at Strasburg Elementary School.

Academic Achievement:

Between 2022 and 2024, all students demonstrated a decrease in their Mean Scale Score (MSS) from 739.2 to 735.6 to 735.2, which reflects a concerning downward trend. This 4-point decrease is approaching the state expectation of 739.5 MSS, indicating that all students are just 4.3 points away from meeting state benchmarks and 20.7 points from exceeding the higher expectation of 755.9. While there is progress towards the 50th percentile, this decline necessitates a focused effort to enhance academic achievement, particularly in ELA and math, to support all students in reaching proficiency.

Absenteeism:

Chronic absenteeism is another area of concern. Our data shows a significant drop in student attendance, decreasing from 94.8% in 2019 to 91.8% in 2024. This 3-point decline in attendance is detrimental, as consistent attendance is directly linked to improved student achievement and growth. Addressing absenteeism is vital, as improving attendance will positively impact overall student performance and engagement, enabling us to create a more conducive learning environment.

Academic Growth:

In terms of academic growth, all students exhibited a decrease in MSS from 56.0 to 53.5 as measured by CMAS from 2023 to 2024. This 2.5-point drop is particularly concerning as it falls short of the state expectation of 65.0 MGP. Our students are currently 11.5 points away from meeting this expectation and are working towards the 85th percentile. This trend underscores the urgent need for targeted interventions and support to ensure that all students can make meaningful academic progress.

In summary, the selection of these Student Performance Priorities—academic achievement, absenteeism, and academic growth—is supported by the data indicating downward trends in key performance metrics. By focusing our efforts on these areas, we aim to foster a culture of academic excellence, improve student attendance, and enhance overall student outcomes at Strasburg Elementary School.

Student Performance Priority: English Language Arts Achievement

Student Performance Priority Category

What group(s) is this Student Performance Priority focused

What grade(s) is this Student Performance Priority focused

on? (Choose all that apply)

Free/Reduced Lunch English Learners/Multi-Language Learners Students of Color/Minority Students Students with disabilities/IEPs All Student Population

on? (Choose all that apply)

1 2 3 4 5 Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Based on multiple student performance data points, our Student Performance Priority is to meet or exceed the state averages in CMAS and other critical reading/writing metrics during the 2024/25 school year. All students demonstrated an increase in ELA Academic Achievement from 739.2 to 735.6 to 735.2 MSS from 2022-2024 as measured by CMAS. This is a notable decreasing trend because the 4-point decrease is approaching the state expectation of 739.5 MSS. This priority is driven by a notable gap in “All Students” decreasing 0.4 points, minority students decreasing 0.1 points. The following student groups demonstrated an increase in academic achievement, Read Plan 3.3pts, Free&Reduced Lunch 2.5pts, Multilingual Learners 0.4pts, and Students w/Disabilities 9.7pts. Although there was an increase in scores, all desegregated student groups have a priority to meet state expectations of 739.5 MSS.

What is the end of 2025-26 school year (2 year) measure and target?

Based on the State SPF and CMAS data, by the end of the 2025-2026 school year, our goal for academic achievement is for all students, including disaggregated groups of learners, to "Meet" or exceed state expectations, performing at or above the 50th percentile.

What is the end of 2024-25 school year (1 year) measure and target?

By the end of the 24-25 in Academic Achievement all students will fill their gap of 4.3 points to meet state expectations. Free&Reduced, Minority, and Multi-Lingual Learners will increase scores by 5 points to continue the increasing trend moving toward the 50th percentile. Students w/ Disabilities will mirror their 9.7-point increase from 2023-2024 to meet state expectations.

Interim Measure and Target?

Our interim measure will be the use of i-Ready assessments three times a year to track student progress in ELA. The target is for all students to demonstrate average achievement at or above grade level, as measured by their i-Ready results. Additionally, we will conduct 8-week progress monitoring assessments in i-Ready to ensure students are making consistent progress and to provide timely interventions when necessary. These frequent assessments will help us adjust instruction and support as needed to meet our academic goals.

Measurement Dates

Student Performance Priority: Attendance

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

1 2 3 4 5 Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

The current performance of our Student Performance Priority to reduce chronic absenteeism at Strasburg Elementary School shows a concerning trend. According to state enrollment and demographics data, student attendance has dropped from 94.8% in 2019 to 91.8% in 2024, representing a 3-point decrease. This decline in attendance is significant, as it directly impacts student achievement and growth. Addressing chronic absenteeism is a critical focus for improving academic outcomes for all students.

What is the end of 2025-26 school year (2 year) measure and target?

By the end of the 2025-2026 school year, we aim to increase the overall student attendance rate at Strasburg Elementary School from 91.8% to at least 94%, effectively reducing the gap in student attendance rates by 2.2%. This improvement will be achieved through targeted interventions and consistent monitoring of attendance patterns, with a specific focus on reducing chronic absenteeism.

What is the end of 2024-25 school year (1 year) measure and target?

By the end of the 2024-2025 school year, we will increase the student attendance rate from 91.8% to 93%. This 1.2% improvement will be supported by implementing attendance awareness programs, parent engagement strategies, and early intervention for students showing signs of chronic absenteeism.

Interim Measure and Target?

The interim measure for this year will be the use of PowerSchool monthly attendance reports to monitor and track student attendance consistently. The target is to ensure that attendance data is accurately reported each month, allowing us to identify students at risk of chronic absenteeism promptly. We will implement MTSS (Multi-Tiered System of Supports) outreach to families and provide social-emotional support to address barriers to regular attendance. Our goal is to see a steady monthly improvement in attendance rates, ultimately aiming for a 1.2% increase in overall attendance by the end of the 2024-2025 school year.

Measurement Dates

Student Performance Priority: Gaps in English Language Arts

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Free/Reduced Lunch English Learners/Multi-Language Learners Students of Color/Minority Students Students with disabilities/IEPs All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

1 2 3 4 5 Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Based on multiple student performance data points, our Student Performance Priority is to meet or exceed the state averages in

CMAS and other critical reading/writing metrics during the 2024/25 school year. All students demonstrated a decrease in Academic Growth from 56.0 to 53.5 MSS from 2023-2024 as measured by CMAS. This is a notable trend because the 2.5 decrease is meeting the state expectation of 65.0 MGP. All students are 11.5 points away from exceeding state expectation and are moving upwards towards the 85th percentile. This priority is driven by a notable decease for “All Students” decreasing 2.5 points.

What is the end of 2025-26 school year (2 year) measure and target?

By the end of the 2025-2026 school year, our goal is for all students to meet or exceed the state expectation of 65.0 MGP in ELA, reaching at least 65 MSS. This will place students on track to exceed state benchmarks and move towards the 85th percentile in academic growth. The focus will be on sustaining instructional improvements, closing learning gaps, and providing continuous academic support through data-driven interventions.

What is the end of 2024-25 school year (1 year) measure and target?

By the end of the 2024-2025 school year, we aim to improve ELA academic growth for all students by increasing the Mean Scale Score (MSS) from 53.5 to at least 58.0, reducing the gap to state expectations by 7 points. This improvement will be driven by targeted instructional strategies, intensive interventions, and consistent progress monitoring to address learning gaps and support all students in moving toward proficiency.

Interim Measure and Target?

To support our goals in ELA, we will implement i-Ready assessments as our interim measure, administering them three times a year to track student progress. Our target is for all students to demonstrate average achievement at or above grade level based on their i-Ready results. In addition to these assessments, we will conduct 8-week progress monitoring assessments to ensure that students are making consistent progress and to identify any areas needing timely interventions. These frequent assessments will enable us to adjust instruction and provide the necessary support to help all students meet our academic goals effectively. By leveraging i-Ready data, we will foster a responsive learning environment that targets individual student needs and drives academic success.

Measurement Dates

Root Cause Analysis

English Language Arts Achievement

Teacher Collaboration

Provide a short description of this Root Cause

The lack of teacher collaboration throughout the system has been identified as a root cause negatively impacting student achievement. When teachers do not engage in collaborative practices, opportunities for sharing best strategies, aligning curriculum, and providing cohesive support for students are diminished. This fragmentation can lead to inconsistent instructional approaches, gaps in student learning, and a lack of collective problem-solving for addressing student needs. As a result, students may not receive the comprehensive support necessary to thrive academically, ultimately hindering their overall achievement and growth. Fostering a culture of collaboration among educators is essential to create a unified approach to instruction and to enhance student outcomes.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

Evidence from our University of Chicago Five Essentials surveys of parents, teachers, and staff indicate we have the opportunity to organize our learning systems for more collaborative work in our strategic planning execution. Specific data that shows this highest-yield opportunities lie in perceptions of our effectiveness with Collaborative Teachers and Quality Professional Development. This evidence supports our contention that a shift in culture, specifically Domain 4 in Four Domains of Rapid School Improvement will provide the research-based foundation for building collaborative teachers systems and high quality professional development targeted specifically on our Student Performance Priority in Reading and Writing.

Attendance

Lack of consistent protocols, attendance processes, supports for families.

Provide a short description of this Root Cause

The lack of consistent protocols and attendance processes, along with inadequate support for families, has a direct impact on student engagement, achievement, and growth in schools. When attendance procedures are unclear or inconsistently applied, it can lead to higher rates of absenteeism, which significantly affects students' ability to participate in learning and stay connected with their peers and teachers. Additionally, without robust support systems in place for families, students may face barriers to attending school regularly, such as transportation issues or lack of awareness about the importance of attendance. This inconsistency can result in disengagement from the learning process, lower academic performance, and hindered growth, ultimately compromising the educational success of students. Establishing clear protocols and providing family support are crucial for fostering a positive school culture and promoting student achievement.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

The selection and verification of attendance as a root cause were based on a thorough analysis of multiple data sources, including state enrollment and attendance demographic data, PowerSchool reports, and monthly attendance records. This comprehensive review allowed us to track attendance trends and assess their impact on student performance. The correlation between student attendance and i-Ready as well as CMAS scores clearly illustrates a direct relationship between attendance, academic growth, and overall achievement. By focusing on this data, we established that improving attendance is essential for enhancing student engagement and performance, confirming its critical role in our efforts to boost academic success.

Gaps in English Language Arts

Established 1st Best Instructional Practices Meeting Student Learning Needs.

Provide a short description of this Root Cause

This root cause stems from a lack of streamlined instructional practices that are essential for effectively addressing the diverse needs of our students, including Multilingual Learners (MLL), students from low-income families (FRL), minority students (MS), and students with disabilities (SWD). Currently, we are not fully implementing First Best Instructional Practices, formative assessment practices, data-driven instruction, differentiated strategies, and cross-curricular instructional approaches. This inconsistency in instructional delivery results in gaps in support and engagement for our students, leading to missed opportunities for meaningful learning experiences. By establishing a cohesive and comprehensive framework for instructional practices, we can better meet the varied needs of our student population and promote their academic success. This root cause stems from a lack of streamlined instructional practices that are essential for effectively addressing the diverse needs of our students, including Multi-Lingual Learners (MLL), students from low-income families (FRL), minority students (MS), and students with disabilities (SWD). Currently, we are not fully implementing First Best Instructional Practices, formative assessment practices, data-driven instruction, differentiated strategies, and cross-curricular instructional approaches. This inconsistency in instructional delivery results in gaps in support and engagement for our students, leading to missed opportunities for meaningful learning experiences. By establishing a cohesive and comprehensive framework for instructional practices, we can better meet the varied needs of our student population and promote their academic success.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

The selection and verification of this root cause were grounded in a comprehensive analysis of multiple assessment tools, including CMAS test results, and instructional standards analysis, alongside i-Ready interim assessments. By reviewing these data sources, we identified specific areas where students are underperforming and highlighted gaps in instructional effectiveness. This data-driven approach enabled us to pinpoint weaknesses in current practices and guided us in determining best practices that can be implemented to enhance student performance. The alignment of our findings with established instructional standards further supports the necessity of addressing these root causes to improve educational outcomes for all students.

Major Improvement Strategies

Implement a rigorous system of data-driven PLCs

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

Theory of Action: If we establish and effectively support Professional Learning Communities (PLCs) within our school, we will foster a culture of continuous improvement, collaboration, and shared responsibility for student success.

What Root Causes does this Major Improvement Strategy address?

- Teacher Collaboration

Describe the evidence/research that supports this Major Improvement Strategy.

If we establish and maintain a data-driven instructional learning system, then we can identify specific literacy needs, tailor instruction effectively, and enhance teachers' ability to implement evidence-based practices. If we use data for continuous professional development and create mechanisms for regular feedback, then our instructional practices will remain agile, responsive, and lead to measurable improvements in literacy outcomes.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Increase Student Achievement

Who will monitor this strategy?

PLC Administrator and Coordinators

Implementation Milestones

Date	Implementation Milestone
05 / 30 / 2025	Through implementation of PLC meeting and teams. Weekly meetings to assess student data, teacher instructional practices, and data driven instruction will measure student achievement.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Develop District Wide PLC Team	PLC Admin and Coordinators	07 / 19 / 2024	05 / 30 / 2025
Set Standards for Teacher Collaboration based on best practices and research.	District PLC Team	07 / 19 / 2024	09 / 30 / 2024
District PLC Team Meetings	District Admin and Coordinators	07 / 19 / 2024	08 / 30 / 2024
Implement PD on Collaboration Techniques and Best Practices	PLC Team	07 / 19 / 2024	05 / 30 / 2025
Develop Matrix to determine effectiveness of collaboration and alignment with goals.	PLC Team	07 / 19 / 2024	05 / 30 / 2025
Establish Weekly PLC Meetings	PLC Admin and Coordinators	08 / 19 / 2024	10 / 31 / 2025
Provide reports and resources to PLC's	PLC Team	09 / 01 / 2024	05 / 30 / 2025
Organize Meetings and Workshops to share effective practices across the district.	PLC Team	10 / 01 / 2024	05 / 30 / 2025
Create platform for inner district collaboration to share resources and strategies	PLC Team	10 / 01 / 2024	05 / 30 / 2025
Use Evaluations to refine practices address challenges and scale successes	PLC Team	10 / 01 / 2024	05 / 30 / 2025

Implement Consistent Attendance Practices and Systems.

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

The Major Improvement Strategy focuses on enhancing student attendance and engagement through a multi-faceted approach. First, we will establish a district attendance team dedicated to monitoring and improving attendance rates across the school. This team will be responsible for reviewing existing policies and procedures to identify areas for improvement and ensure consistent implementation across all schools within the district. Additionally, we will implement a Tier 3 social-emotional learning (SEL) curriculum tailored to meet the diverse needs of individual families. This curriculum will provide targeted support to students facing significant barriers to attendance, helping them develop essential social-emotional skills and resilience. By fostering strong relationships and addressing the unique challenges families encounter, we aim to create a supportive environment that encourages regular school attendance. Through the combined efforts of the attendance team, policy revisions, and the implementation of a robust SEL curriculum, we seek to improve attendance rates, enhance student engagement, and ultimately boost academic achievement for all students.

What Root Causes does this Major Improvement Strategy address?

- Lack of consistent protocols, attendance processes, supports for families.

Describe the evidence/research that supports this Major Improvement Strategy.

The evidence and research supporting this Major Improvement Strategy highlight the critical connection between attendance, social-emotional learning, and academic success. Numerous studies indicate that chronic absenteeism negatively impacts student achievement, with students who miss significant amounts of school being more likely to struggle academically and drop out of school. Establishing a dedicated attendance team has been shown to effectively monitor attendance trends, engage families, and implement interventions that can lead to improved attendance rates. Research also emphasizes the importance of social-emotional learning in fostering student engagement and academic performance. A comprehensive review by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that effective SEL programs significantly improve students' social skills, emotional regulation, and overall academic achievement. Implementing a Tier 3 SEL curriculum allows for targeted support, addressing the specific needs of students facing challenges that may affect their ability to attend school regularly. Furthermore, a meta-analysis of studies on attendance interventions demonstrates that schools that proactively address attendance issues through multi-tiered systems of support—such as those provided by an attendance team and tailored SEL programs—experience significant improvements in both attendance rates and student performance. This evidence underscores the effectiveness of our Major Improvement Strategy in creating a supportive educational environment that promotes regular attendance and enhances student achievement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Increased Student Attendance

Implementation Milestones

Date	Implementation Milestone

Who will monitor this strategy? Attendance Team, Admin, Vice Principal, MTSS Team	05 / 30 / 2025	We will utilize data from power school and monthly tracking systems to assess student attendance.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Data Collection of Absenteeism	Admin/Leadership	08 / 12 / 2024	05 / 30 / 2025
Creation of Attendance Support Plan	Admin	08 / 19 / 2024	05 / 30 / 2025
Continuous review and modify student plans based on progress.	Admin/ MTSS Team	08 / 19 / 2024	05 / 30 / 2025
Attendance and supportive family conferences	Admin	08 / 26 / 2024	04 / 30 / 2025

Literacy Consultant Ongoing Professional Development

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

We will implement targeted, evidence-based literacy coaching to enhance instructional effectiveness and promote a culture of reflective practice and collaboration among educators. This strategy will focus on the adoption of First Best Instructional Practices, formative assessment practices, and data-driven instruction. By incorporating differentiated and cross-curricular instructional strategies, we aim to address the diverse needs of our student population. Through ongoing professional development and collaborative planning, teachers will be equipped with the tools and support necessary to effectively engage all learners in the literacy process, ultimately leading to improved academic outcomes.

What Root Causes does this Major Improvement Strategy address?

- Established 1st Best Instructional Practices Meeting Student Learning Needs.

Describe the evidence/research that supports this Major Improvement Strategy.

The evidence supporting this improvement strategy is grounded in extensive research that underscores the effectiveness of targeted literacy coaching, the science of reading, collaborative practices, and data-driven instruction in enhancing student growth. Research shows that literacy coaching significantly improves teacher efficacy and student outcomes. A study by the Institute of Education Sciences (IES) found that schools with effective coaching models saw substantial gains in student literacy scores. Coaches provide personalized support to teachers, helping them refine their instructional practices and align them with evidence-based literacy strategies. The benefits of reflective practice in teaching have been well-documented. According to a meta-analysis published in the Journal of Educational Psychology, reflective teaching practices lead to improved instructional quality and greater student engagement. When educators engage in reflection, they become more aware of their instructional choices, which allows them to adapt their teaching to better meet student needs. Collaborative professional development has been shown to enhance teacher effectiveness. Research from the Learning Policy Institute indicates that collaborative learning among educators leads to improved instructional practices and better student outcomes. When teachers work together to share strategies and insights, they create a more cohesive approach to instruction, benefiting all students. The use of data-driven instruction is supported by research from the What Works Clearinghouse, which highlights that systematic analysis of student data can significantly improve instructional decision-making. By utilizing formative assessments and other data sources, educators can identify learning gaps and

adjust their teaching methods accordingly to better support student learning. Evidence from Educational Leadership supports the efficacy of differentiated instruction in meeting the diverse needs of students. Research indicates that when teachers tailor their instruction to accommodate different learning styles and readiness levels, student engagement and achievement improve. By integrating these evidence-based practices—targeted literacy coaching, reflective practice, collaboration, data-driven instruction, and differentiated strategies—this improvement strategy aims to foster a supportive learning environment that enhances literacy outcomes for all students.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Increased Student Growth

Who will monitor this strategy?

Admin, Teachers

Implementation Milestones

Date	Implementation Milestone
12 / 20 / 2024	I-ready growth and achievement Interim tests.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Research, Approval, Schedule, Contract Literacy Consultant	Principal	03 / 15 / 2024	05 / 31 / 2024
Design Inservice Training and Coaching Schedules for Staff	Principal	03 / 15 / 2024	05 / 31 / 2024
Order and Purchase Decoding Books for Book Room	Principal and Literacy Coach	05 / 01 / 2024	07 / 30 / 2024
Send out Literacy Inservice Coaching Schedules	Principal	07 / 15 / 2024	05 / 30 / 2025
Follow up meetings with Admin and Literacy Coach after trainings	Admin Literacy Coach	08 / 05 / 2024	05 / 30 / 2025
Literacy Lesson Observations with Teachers	Admin	10 / 01 / 2024	05 / 30 / 2025

Consistent Implementation of Multi-Tired Systems of Support

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

This strategy focuses on the consistent implementation of Multi-Tiered Systems of Support (MTSS) to address the diverse needs of all students effectively. By establishing a structured framework that integrates academic, social emotional, and behavioral interventions, we aim to provide targeted support at varying levels of intensity based on individual student needs. The MTSS approach will involve continuous data monitoring, collaboration among educators, and the use of evidence-based practices to ensure that every student receives the appropriate level of support. Through this systematic and proactive framework, we aim to enhance student engagement, improve academic outcomes, and foster a positive school environment for all learners.

What Root Causes does this Major Improvement Strategy address?

- Lack of consistent protocols, attendance processes, supports for families.

- Established 1st Best Instructional Practices Meeting Student Learning Needs.

Describe the evidence/research that supports this Major Improvement Strategy.

The evidence supporting the strategy of consistent implementation of Multi-Tiered Systems of Support (MTSS) is well-documented and emphasizes its effectiveness in improving student outcomes. Research from the What Works Clearinghouse indicates that schools implementing MTSS frameworks see significant improvements in both academic and behavioral outcomes. Studies have shown that students receiving targeted interventions through MTSS make greater gains in learning compared to their peers in traditional educational settings. Evidence from the Institute of Education Sciences highlights that the MTSS model promotes the use of data to inform instructional practices. By regularly monitoring student progress through formative assessments, educators can identify learning gaps and adjust interventions accordingly, ensuring that each student's needs are met effectively. A report from the National Center on Response to Intervention demonstrates that MTSS facilitates early identification of at-risk students. By providing interventions at the first sign of struggle, schools can prevent further academic decline and reduce the need for more intensive support later. Research published by the Learning Policy Institute indicates that the collaborative nature of MTSS fosters a culture of shared responsibility among educators. Professional development focused on MTSS helps teachers develop the skills necessary to implement evidence-based practices, leading to improved instructional quality and student engagement. Evidence from studies on social-emotional learning (SEL) within MTSS frameworks shows that addressing both academic and behavioral needs leads to holistic student development. A meta-analysis published in the Journal of Educational Psychology found that integrating SEL with academic interventions enhances overall student success and well-being. The implementation of MTSS has been linked to improved school climate and student behavior. Research from the Center for the Study of Social Policy found that schools utilizing MTSS reported reductions in disciplinary incidents and improved relationships among students and staff. Overall, the evidence supports the effectiveness of MTSS in creating a responsive educational environment that meets the diverse needs of all students, fostering their academic success and personal growth.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Improved Achievement, Growth, Behavior, and Student Attendance

Implementation Milestones

Date	Implementation Milestone

Who will monitor this strategy? Admin, MTSS Team, Teachers	05 / 30 / 2025	Monthly MTSS Ground Breakers Meetings

Action Plan

Action Step	Responsible Party	Start Date	End Date
Establish MTSS Meetings for the Year	Admin, MTSS Coordinator	03 / 15 / 2024	05 / 30 / 2025
Establish Digital Forms / Record Keeping/Cycles/Intervention Systems	MTSS Coordinator, Amin, MTSS District Team	06 / 03 / 2024	06 / 09 / 2025
MTSS Beginning of Year - Coordinator Meeting	Admin, MTSS Coordinator	08 / 01 / 2024	05 / 30 / 2025
MTSS Monthly Meetings	Admin, MTSS Coordinator, Ground Breakers, District MTSS Staff	09 / 09 / 2024	05 / 30 / 2025
Complete School Fidelity - Note Catcher MTSS Forms	Admin - MTSS Coordinator	10 / 21 / 2024	06 / 02 / 2025
Research, Review, Collaborate and Establish MTSS SEL Curriculum Resources and Data Collection	Admin, Counselor, Curriculum Review Committee, Leadership Team, MTSS Team	08 / 05 / 2024	
Complete Monthly Audits - COMTSS Practice Profile	Amin - MTSS Coordinator	10 / 21 / 2024	12 / 20 / 2024
The COMTSS School Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across the school.	MTSS Team	08 / 12 / 2024	05 / 30 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	I agree
The plan was developed in partnership with a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	✓ I agree

K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Serves K-3	✔ I agree

Assurances Explanation if not selected (Optional)

We are committed to the following assurances for our school:

1. **Stakeholder Involvement: The school will actively involve stakeholders, including the School Accountability Committee (SAC), in monitoring the progress of the implementation of the Unified Improvement Plan throughout the school year.**
2. **Collaborative Plan Development: The Unified Improvement Plan was created through collaboration with various stakeholders, including school staff and the SAC, ensuring a comprehensive and inclusive approach.**
3. **Thorough Data Analysis: The development of the Unified Improvement Plan is grounded in detailed data analysis, which includes:**

- **Examination of data from both local and state sources.**
- **Disaggregation of data by student demographics, such as students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, and race/ethnicity.**
- **Assessment of current school performance against local, state, and federal metrics and expectations, including SPF metrics and ESSA indicators.**
- **Review of K-3 READ Act assessment data from the past two school years, with a focus on grade-level performance, significant reading deficiencies, and achievement of grade-level expectations.**

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

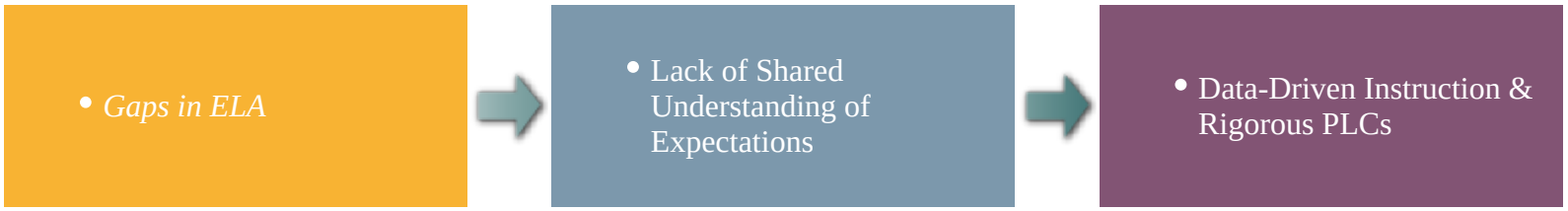
School Name	Grades Served	Phone
Strasburg High School		3036229211
District Name	**Principal**	**Website**
Strasburg 31J	SCOTT ANDREWS	

Description

Strasburg High School is a state performance high school located in Strasburg, Colorado, committed to fostering an inclusive and supportive learning environment for all students. With an enrollment of 370 students, we pride ourselves on exceeding the state graduation rate, reflecting our dedication to academic excellence and student success. Our focus promotes college and career readiness preparation, equipping students with the skills, knowledge, and resources necessary to thrive in their post-secondary endeavors. We offer a wide variety of curriculum that includes honors/weighted courses, Advanced Placement (AP) courses, dual enrollment opportunities, and specialized programs tailored to diverse learning needs and interests. In addition to our academic offerings, we emphasize experiential learning through internships, community service, and partnerships with local businesses and organizations. These initiatives provide students with real-world experiences that complement their classroom learning and prepare them for future careers. At Strasburg High School, we believe that every student has the potential to succeed, and we are dedicated to creating an environment where they can achieve their goals and aspirations. Our collaborative learning community, coupled with our focus on college and career readiness, makes us a unique and transformative place for students to grow and thrive.

Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *ELA Achievement*	• Lack of Shared Understanding of Expectations	• Data-Driven Instruction & Rigorous PLCs
• *Reducing Chronic Absenteeism*	• Systems and Procedures	• Chronic Absenteeism



Student Performance Priorities

Student Performance Priority Summary

There is a notable and statistically significant decline in the performance of Strasburg High School students in Reading and Writing as they progress from 9th to 11th grade, compared to the state average. While 9th graders are only slightly behind by 3.4 percentage points, by 11th grade, the gap widens to 11.4 percentage points, indicating a growing disparity in educational outcomes in these subjects. Due to a 28% district wide absenteeism problem, Strasburg High School will focus on putting systems into place in order to promote attendance and tracking systems in order to provide interventions to provide targeted support.

Student Performance Priority: ELA Achievement

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Free/Reduced Lunch English Learners/Multi-Language Learners Students with disabilities/IEPs All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11

What is the current performance of this Student Performance Priority?

There is a notable and statistically significant decline in the performance of Strasburg High School students in PSAT/SAT Reading and Writing as they progress from 9th to 11th grade, compared to the state average. While 9th graders are only slightly behind by 3.4 percentage points, by 11th grade, the gap widens to 11.4 percentage points, indicating a growing disparity in educational outcomes in these subjects. FRL students are 2.1 points away from approaching the state expectation and 45.9 points away from meeting the state expectation of 458.9. MLL students are 34.7 points away from approaching the state expectation and 78.5 points away from meeting the state expectation of 458.9. SWD students are 50.4 points away from approaching the state expectation and 94.2 points away from meeting the state expectation of 458.9. Based on academic growth data, all students are 1.5 points away from meeting state expectations, and FRL students are 3 points away from meeting state expectations.

What is the end of 2025-26 school year (2 year) measure and target?

By year 2, all students and FRL students will meet or exceed the mean scale score for the state average in achievement in evidence based reading and writing. MLL and SWD students will approach or meet the mean scale score for the state average in achievement in evidence based reading and writing. All students and FRL students will exceed the state average in evidence based reading and writing growth.

What is the end of 2024-25 school year (1 year) measure and target?

By year 1, all students and FRL students will approach or meet the mean scale score for the state average in achievement in evidence based reading and writing. MLL and SWD students will approach the mean scale score for the state average in achievement in evidence based reading and writing. All students and FRL students will approach the state average in evidence based reading and writing growth.

Interim Measure and Target?

Strasburg High School will utilize Khan Academy, PSAT/SAT test prep, and iReady reading throughout the academic year to achieve, by year 1, all students and FRL students will approach or meet the mean scale score for the state average in achievement in evidence based reading and writing. MLL and SWD students will approach the mean scale score for the state average in achievement in evidence based reading and writing. All students and FRL students will approach the state average in evidence based reading and writing growth.

Measurement Dates

Student Performance Priority: Reducing Chronic Absenteeism

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11 12

What is the current performance of this Student Performance Priority?

Strasburg School District currently shows 28% of students are truant. Strasburg High School is the only “open” campus in the district which if data were collected individually would more than likely show that Strasburg High School has the highest percentage of the 28% of all students. By the end of the 2024-2025 academic year, Strasburg High School will reduce the school’s overall truancy rate by 10%, through the implementation and consistent use of a comprehensive absenteeism tracking and intervention system, starting a downward trend toward compliance. This system will ensure that students with chronic absenteeism are identified early, provided with targeted support, and monitored regularly to promote attendance and academic engagement.

What is the end of 2025-26 school year (2 year) measure and target?

By the end of the 2025-2026 academic year, Strasburg High School will reduce the school’s overall truancy rate by 15%,

Interim Measure and Target?

Adopt and integrate a real-time absenteeism tracking system that records

Measurement Dates

through the implementation and consistent use of a comprehensive absenteeism tracking and intervention system.

What is the end of 2024-25 school year (1 year) measure and target?

By the end of the 2024-2025 academic year, Strasburg High School will reduce the school's overall truancy rate by 10%, through the implementation and consistent use of a comprehensive absenteeism tracking and intervention system.

student attendance data daily. Staff training on the system to collect accurate and consistent data reporting. Develop a multi-tiered intervention strategy to include outreach to families, academic support, and social-emotional counseling for identified students.

Student Performance Priority: Gaps in ELA

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Free/Reduced Lunch All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11 12

What is the current performance of this Student Performance Priority?

There is a notable and statistically significant decline in the performance of Strasburg High School students in PSAT/SAT Reading and Writing as they progress from 9th to 11th grade, compared to the state average. While 9th graders are only slightly behind by 3.4 percentage points, by 11th grade, the gap widens to 11.4 percentage points, indicating a growing disparity in educational outcomes in these subjects. Based on academic growth data, all students are 1.5 points away from meeting state expectations, and FRL students are 3 points away from meeting state expectations.

What is the end of 2025-26 school year (2 year) measure and target?

By year 2, all students and FRL students will meet or exceed the state average in growth in evidence based reading and writing.

What is the end of 2024-25 school year (1 year) measure and target?

By year 1, all students and FRL students will meet the state average in growth in evidence based reading and writing.

Interim Measure and Target?

Strasburg High School will utilize Khan Academy, PSAT/SAT test prep, Bluebook, and iReady reading throughout the academic year to achieve, by year 1, all students and FRL students will meet or exceed the state average in growth in evidence based reading and writing.

Measurement Dates

Root Cause Analysis

ELA Achievement

Lack of Shared Understanding of Expectations

Provide a short description of this Root Cause

The inconsistent expectations for reading and writing instruction across classrooms is a significant challenge at Strasburg High School. This inconsistency stems from a few underlying factors: 1. Absence of a Cohesive Curriculum Framework: Currently, there is no unified curriculum guide that outlines essential reading and writing skills and strategies. Teachers are relying on varied resources and personal teaching philosophies, leading to a fragmented approach. This lack of a cohesive framework contributes to discrepancies in student learning experiences and outcomes. 2. Differing Grading Practices: Teachers are using different grading criteria and methods, which creates confusion for students regarding expectations. Without a standard grading rubric or clear guidelines for evaluating writing and reading proficiency, students may receive inconsistent feedback that does not provide opportunities for Achievement. 3. Insufficient Collaboration Among Educators: Opportunities for collaborative planning and discussion about literacy instruction and assessment are limited. 4. Variable Teacher Experience Levels: The experience levels of teachers vary significantly within the ELA department, impacting their familiarity with effective reading and writing instructional strategies.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

1. Curriculum and frameworks are old and outdated which causes our ELA staff to use supplemental curriculum, more than the actual curriculum provided by the district. 2. Each teacher has a different idea of how students earn grades, and currently our entire staff does not use the same or even a similar grading rubric for reading and writing. 3. Because of our schedule and class offerings, we do have common plans for grade level or content level teachers. 4. In our ELA department we have varying levels of experience with our teachers, and our ELA department is working towards alignment, but it is taking time.

Reducing Chronic Absenteeism

Systems and Procedures

Provide a short description of this Root Cause

We don't have the systems and procedures in place to effectively track students with high fidelity. Some systems that are not in place are... teachers not taking attendance at the beginning of every class period, minor parent communication when students are absent, and proactive monitoring of student attendance.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

Strasburg High School lacks systems and procedures to effectively track students who are chronically absent. SHS also lacks systems of support for students and families, and training of teachers on the importance of taking attendance each class period.

Gaps in ELA

Lack of Shared Understanding of Expectations

Provide a short description of this Root Cause

The inconsistent expectations for reading and writing instruction across classrooms is a significant challenge at Strasburg High School. This inconsistency stems from a few underlying factors: 1. Absence of a Cohesive Curriculum Framework: Currently, there is no unified curriculum guide that outlines essential reading and writing skills and strategies. Teachers are relying on varied resources and personal teaching philosophies, leading to a fragmented approach. This lack of a cohesive framework contributes to discrepancies in student learning experiences and outcomes. 2. Differing Grading Practices: Teachers are using different grading criteria and methods, which creates confusion for students regarding expectations. Without a standard grading rubric or clear guidelines for evaluating writing and reading proficiency, students may receive inconsistent feedback that does not provide opportunities for Achievement. 3. Insufficient Collaboration Among Educators: Opportunities for collaborative planning and discussion about literacy instruction and assessment are limited. 4. Variable Teacher Experience Levels: The experience levels of teachers vary significantly within the ELA department, impacting their familiarity with effective reading and writing instructional strategies.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

1. Curriculum and frameworks are old and outdated which causes our ELA staff to use supplemental curriculum, more than the actual curriculum provided by the district. 2. Each teacher has a different idea of how students earn grades, and currently our entire staff does not use the same or even a similar grading rubric for reading and writing. 3. Because of our schedule and class offerings, we do have common plans for grade level or content level teachers. 4. In our ELA department we have varying levels of experience with our teachers, and our ELA department is working towards alignment, but it is taking time.

Major Improvement Strategies

Data-Driven Instruction & Rigorous PLCs

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

1. ELA Department PLC Focus on Core Skills - Implement focused instructional strategies in the English department that emphasize grammar, reading comprehension, and writing skills aligned with SAT EBRW expectations. - Develop a curriculum map that ensure regular practice in reading complex texts, identifying main ideas, and using contextual clues to interpret vocabulary. - Incorporate writing exercises that focus on informational, argumentative, and analytical essays, with specific attention to standards-based writing rubrics and scoring guidelines. 2. Cross-Content Literacy Support - Provide professional development for non-English content area teachers (science, social studies, and electives) on how to identify and teach non-fiction test structures (e.g. cause and effect, compare, and contrast, etc) and how to guide students in analyzing textual evidence. - Collaborate across departments to integrate reading comprehension and writing strategies into subject-specific instruction, particularly focusing on analysis of non-fiction texts and evidence-based writing. 3. Universal Writing and Textual Analysis Skills - Develop/Utilize a school-wide writing framework that establishes universal expectations for writing, including thesis development, use of textual evidence, and argumentation across all subject areas. - Encourage consistent use of writing prompts that align with SAT expectations, particularly in non-English courses. - Implement regular formative assessments, such as writing samples and reading comprehension quizzes, to monitor student progress in these skills. 4. SAT Practice and Test Taking Strategies - Provide students with regular opportunities for SAT-style practice, focusing on reading passages and multiple choice questions that mirror the format and content of the SAT EBRW section utilizing Khan Academy and Bluebook. 5. Data-Driven Instruction - Use formative and summative assessment data to identify skill gaps and provide targeted interventions for students not meeting proficiency benchmarks. - Hold regular data team meetings/PLCs to review student progress and adjust instructional strategies as needed.

What Root Causes does this Major Improvement Strategy address?

- Lack of Shared Understanding of Expectations

Describe the evidence/research that supports this Major Improvement Strategy.

Evidence has proven that PLCs and data driven instruction create commonalities for teachers to work off of. PSAT/SAT prep utilizing Khan Academy and Bluebook has shown improvement in our outcomes since we've started using them last year.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Increased student achievement

Who will monitor this strategy?

PLC Administrator and Coordinator

Implementation Milestones

Date	Implementation Milestone
05 / 30 / 2025	Through implementation of PLC meetings and teams, monthly meetings to assess student data, instructional practices, and data-driven instruction.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Establish Districtwide PLC Team	Administration and Coordinators	07 / 19 / 2024	05 / 30 / 2025
District PLC Admin. Team Meetings	PLC Admin. and Coordinators	07 / 19 / 2024	05 / 30 / 2025
Set standards for teacher collaboration based on best practices and research	PLC team	07 / 30 / 2024	09 / 27 / 2024
Implement professional development on collaboration techniques and best practices	PLC Team	07 / 31 / 2024	03 / 28 / 2025
Establish Monthly PLC Meetings	PLC Admin. & Coordinators	07 / 31 / 2024	05 / 30 / 2025
Develop Matrix to determine effectiveness of collaboration and alignment with goals	PLC Team	07 / 31 / 2024	10 / 31 / 2024

Organize meetings and workshops to share effective practices across the district	PLC Teams	08 / 09 / 2024	04 / 30 / 2025
Provide supports and resources to PLCs	PLC Teams	08 / 30 / 2024	04 / 30 / 2025
Use evaluations to refine practices, address challenges, and scale successes	PLC Team and Admin.	10 / 01 / 2024	05 / 14 / 2025
Create platform for inter-district collaboration to share resources and strategies	PLC Team and Admin.	10 / 16 / 2024	05 / 14 / 2025

Chronic Absenteeism

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

1. Implementation of an Absenteeism Tracking System - Adopt and integrate a real-time absenteeism tracking system that records student attendance data daily or weekly. - Train staff, including teachers and administrative personnel, on the use of the system to ensure accurate and consistent data reporting, collection, and entry. 2. Early Identification and Intervention: - Establish protocols for early identification of students who demonstrate patterns of chronic absenteeism (missing 10% or more of school days). - Develop a multi-tiered intervention strategy that includes outreach to families, academic support, and social-emotional counseling for identified students. 3. Parental and Community Engagement - Implement a communication plan to regularly inform parents/guardians about their child's attendance and the importance of consistent school attendance. - Partner with community organizations, district social workers, SRO, to provide additional resources and support for families facing challenges that contribute to absenteeism. 4. Monitoring and Adjustments - Regularly review attendance data to assess the effectiveness of the intervention strategies. - Adjust the intervention plans based on data analysis and feedback from staff, students, and families to address the root causes of absenteeism. 5. Professional Development - Provide ongoing/annual professional development for staff focused on the root causes of absenteeism, culturally responsive practices, and effective communication strategies with students and families.

What Root Causes does this Major Improvement Strategy address?

- Systems and Procedures

Describe the evidence/research that supports this Major Improvement Strategy.

Strasburg High School believes that some of our lower scores on our SPF are due to students not being in classes and attaining the knowledge needed to be successful on their PSAT/SAT. Absenteeism causes a lack of content specific material that can be attained through being in school.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

Increase student attendance/engagement

Who will monitor this strategy?

Admin.

Implementation Milestones

Date	Implementation Milestone
05 / 14 / 2025	Absenteeism processes and systems will be put into place and attendance will improve.

Action Plan

Action Step	Responsible Party	Start Date	End Date
Data collection for absenteeism	Admin.	08 / 09 / 2024	05 / 14 / 2025
Attendance and supportive family conferences	Admin.	09 / 17 / 2024	04 / 30 / 2025
Creation of support plans	Admin.	09 / 17 / 2024	04 / 30 / 2025
Continuously review and modify student plans based on progress	Admin.	10 / 01 / 2024	04 / 30 / 2025

Data-Driven Instruction & Rigorous PLCs

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

1. ELA Department PLC Focus on Core Skills - Implement focused instructional strategies in the English department that emphasize grammar, reading comprehension, and writing skills aligned with SAT EBRW expectations. - Develop a curriculum map that ensure regular practice in reading complex texts, identifying main ideas, and using contextual clues to interpret vocabulary. - Incorporate writing exercises that focus on informational, argumentative, and analytical essays, with specific attention to standards-based writing rubrics and scoring guidelines. 2. Cross-Content Literacy Support - Provide professional development for non-English content area teachers (science, social studies, and electives) on how to identify and teach non-fiction test structures (e.g. cause and effect, compare, and contrast, etc) and how to guide students in analyzing textual evidence. - Collaborate across departments to integrate reading comprehension and writing strategies into subject-specific instruction, particularly focusing on analysis of non-fiction texts and evidence-based writing. 3. Universal Writing and Textual Analysis Skills - Develop/Utilize a school-wide writing framework that establishes universal expectations for writing, including thesis development, use of textual evidence, and argumentation across all subject areas. - Encourage consistent use of writing prompts that align with SAT expectations, particularly in non-English courses. - Implement regular formative assessments, such as writing samples and reading comprehension quizzes, to monitor student progress in these skills. 4. SAT Practice and Test Taking Strategies - Provide students with regular opportunities for SAT-style practice, focusing on reading passages and multiple choice questions that mirror the format and content of the SAT EBRW section utilizing Khan Academy and Bluebook. 5. Data-Driven Instruction - Use formative and summative assessment data to identify skill gaps and provide targeted interventions for students not meeting proficiency benchmarks. - Hold regular data team meetings/PLCs to review student progress and adjust instructional strategies as needed.

What Root Causes does this Major Improvement Strategy address?

- Lack of Shared Understanding of Expectations

Describe the evidence/research that supports this Major Improvement Strategy.

Evidence has proven that PLCs and data driven instruction create commonalities for teachers to work off of. PSAT/SAT prep utilizing Khan Academy and Bluebook has shown improvement in our outcomes since we've started using them last year.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Implementation

Implementation 1

What improvement do you expect to see?

ELA Growth Gap

Who will monitor this strategy?

PLC Administrator and Coordinator

Implementation Milestones

Date	Implementation Milestone
05 / 30 / 2025	Through implementation of PLC meetings and teams, monthly meetings to assess student data, instructional practices, and data-driven instruction.

Action Plan

Action Step	Responsible Party	Start Date	End Date
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Develop Matrix to determine effectiveness of collaboration and alignment with goals	PLC Team	07 / 31 / 2024	10 / 31 / 2024

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Use evaluations to refine practices, address challenges, and scale successes	PLC Teams and Admin.	10 / 01 / 2024	05 / 14 / 2025
Create platform for inter-district collaboration to share resources and strategies	PLC Team and Admin.	10 / 16 / 2024	05 / 14 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	I agree
The plan was developed in partnership with a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	✔ I agree

Assurances Explanation if not selected (Optional)

Our Unified Improvement Plan reflects a comprehensive approach to enhancing school performance, grounded in meticulous data analysis. We have thoroughly examined data from both local and state sources, disaggregating it by key student demographics such as IEP status, Free & Reduced Lunch eligibility, Multilingual Learners, and race/ethnicity. This analysis has been used to evaluate our current school performance against local, state, and federal metrics and expectations, including SPF metrics and ESSA indicators.

The development of the plan involved close collaboration with various stakeholders, including school staff and the School Accountability Committee (SAC). We are committed to ongoing stakeholder engagement, with the SAC playing a key role in monitoring the implementation of the plan throughout the school year. This approach ensures that our Unified Improvement Plan is responsive to the needs of our school community and aligned with our performance goals.

COLORADO Department of Education

2024 Preliminary District Performance Framework

0060: Strasburg 31J

Grade Levels: EMH - (1 Year)

Accreditation Rating

Official Rating based on SINGLE-YEAR DPF Report

Accredited with Improvement Plan

54.1/100
Points Earned

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.

Distinction

Accredited **54.1%**

Improvement

Priority Imp.

Turnaround

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

Accredited with Distinction:
74.0% - 100%

Accredited:
56.0% - 73.9%

Accredited with Improvement Plan:
44.0% - 55.9%

Accredited with Priority Improvement Plan:
34.0% - 43.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	46.6%	14.0/30	Approaching
Academic Growth	54.9%	22.0/40	Approaching
Postsecondary & Workforce Readiness	60.2%	18.1/30	Approaching

Assurances

	Rating
Participation	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

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	774	730	94.3%	34	99.2%	Meets 95% Participation
Math	774	732	94.6%	35	99.1%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	**Meets 95% 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
Elementary	Academic Achievement	52.1%	20.8/40	Approaching	63.6%	Accredited
	Academic Growth	71.4%	42.8/60	Meets		
Middle	Academic Achievement	42.9%	17.2/40	Approaching	42.9%	Priority Improvement
	Academic Growth	42.9%	25.7/60	Approaching		
High	Academic Achievement	44.9%	13.5/30	Approaching	51.6%	Improvement
	Academic Growth	50.0%	20.0/40	Approaching		
	Postsecondary & Workforce Readiness	60.2%	18.1/30	Approaching		

(-) 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.

COLORADO Department of Education

2024 Preliminary District Performance Framework

0060: Strasburg 31J

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	96.3%	735.2	40	4.00/8	Approaching
	Previously Identified for READ Plan	43	93.8%	700.9	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	90	93.8%	729.1	26	0.50/1	Approaching
	Minority Students	91	96.9%	725.6	20	0.50/1	Approaching
	Multilingual Learners	46	96.0%	716.4	6	0.25/1	Does Not Meet
	Students with Disabilities	40	89.4%	714.5	4	0.25/1	Does Not Meet
CMAS - Math	All Students	229	96.7%	736.1	54	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	91	94.8%	726.4	30	0.50/1	Approaching
	Minority Students	91	96.9%	726.6	31	0.50/1	Approaching
	Multilingual Learners	46	96.0%	718.4	13	0.25/1	Does Not Meet
	Students with Disabilities	41	91.5%	714.6	8	0.25/1	Does Not Meet
CMAS - Science	All Students	81	94.3%	731.7	41	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	31	88.6%	724.5	27	0.50/1	Approaching
	Minority Students	32	94.1%	722.6	23	0.50/1	Approaching
	Multilingual Learners	16	94.1%	717.7	14	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	18.25/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	154	53.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	60	65.5	1.00/1	Exceeds
	Minority Students	60	54.0	0.75/1	Meets
	Multilingual Learners	32	54.5	0.75/1	Meets
	Students with Disabilities	29	62.0	0.75/1	Meets
CMAS - Math	All Students	154	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	60	59.5	0.75/1	Meets
	Minority Students	60	60.0	0.75/1	Meets
	Multilingual Learners	32	58.0	0.75/1	Meets
	Students with Disabilities	29	48.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	55	42.0	1.00/2	Approaching
	On Track to EL Proficiency	58	62.1%	1.00/2	Approaching
TOTAL		*	*	20.00/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
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. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

COLORADO Department of Education

2024 Preliminary District Performance Framework

0060: Strasburg 31J

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	232	96.0%	729.6	25	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	91	94.0%	718.3	6	0.25/1	Does Not Meet
	Minority Students	93	93.3%	720.9	10	0.25/1	Does Not Meet
	Multilingual Learners	44	90.2%	711.0	1	0.25/1	Does Not Meet
	Students with Disabilities	28	87.9%	709.7	1	0.25/1	Does Not Meet
CMAS - Math	All Students	232	96.4%	724.5	32	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	91	95.0%	714.1	10	0.25/1	Does Not Meet
	Minority Students	93	94.3%	716.8	16	0.50/1	Approaching
	Multilingual Learners	44	92.2%	707.7	3	0.25/1	Does Not Meet
	Students with Disabilities	28	87.9%	709.0	5	0.25/1	Does Not Meet
CMAS - Science	All Students	78	98.8%	717.1	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	33	100.0%	702.7	4	0.25/1	Does Not Meet
	Minority Students	37	100.0%	703.9	5	0.25/1	Does Not Meet
	Multilingual Learners	20	100.0%	691.2	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.00/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	226	32.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	87	29.0	0.25/1	Does Not Meet
	Minority Students	92	32.0	0.25/1	Does Not Meet
	Multilingual Learners	43	40.0	0.50/1	Approaching
	Students with Disabilities	27	41.0	0.50/1	Approaching
CMAS - Math	All Students	226	36.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	87	36.0	0.50/1	Approaching
	Minority Students	92	34.5	0.25/1	Does Not Meet
	Multilingual Learners	43	33.0	0.25/1	Does Not Meet
	Students with Disabilities	27	39.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	21	61.0	1.50/2	Meets
	On Track to EL Proficiency	21	28.6%	1.50/2	Meets
TOTAL		*	*	12.00/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
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. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

COLORADO Department of Education

2024 Preliminary District Performance Framework

0060: Strasburg 31J

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	175	90.4%	444.9	37	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	83.8%	413.7	14	0.25/1	Does Not Meet
	Minority Students	73	85.4%	423.6	22	0.50/1	Approaching
	Multilingual Learners	25	78.8%	380.4	2	0.25/1	Does Not Meet
	Students with Disabilities	17	85.0%	364.7	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	175	90.4%	410.4	33	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	83.8%	381.1	11	0.25/1	Does Not Meet
	Minority Students	73	85.4%	389.6	16	0.50/1	Approaching
	Multilingual Learners	25	78.8%	369.2	4	0.25/1	Does Not Meet
	Students with Disabilities	17	85.0%	335.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	67	80.7%	729.7	34	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	26	81.3%	725.6	23	0.50/1	Approaching
	Minority Students	34	82.9%	717.4	8	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.25/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	159	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	54	47.0	0.50/1	Approaching
	Minority Students	75	48.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	241	43.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	77	46.0	0.50/1	Approaching
	Minority Students	107	36.0	0.50/1	Approaching
	Multilingual Learners	31	30.0	0.25/1	Does Not Meet
	Students with Disabilities	20	52.5	0.75/1	Meets
English Language Proficiency	English Language Proficiency	25	36.0	1.00/2	Approaching
	On Track to EL Proficiency	25	20.0%	1.00/2	Approaching
TOTAL		*	*	13.00/26	Approaching

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the digital PSAT/SAT and CMAS Science metrics were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
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. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

COLORADO Department of Education

2024 Preliminary District Performance Framework

0060: Strasburg 31J

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Reading & Writing	All Students	77	*	487.8	92.8%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	478.7	90.6%	0.50/1	Approaching
	Minority Students	40	*	465.3	97.6%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	77	*	454.3	92.8%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	434.9	90.6%	0.50/1	Approaching
	Minority Students	40	*	426.3	97.6%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	628	*	1.4%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	196	*	2.6%	*	1.00/2	Approaching
	Minority Students	286	*	2.1%	*	1.00/2	Approaching
	Multilingual Learners	78	*	5.1%	*	0.50/2	Does Not Meet
	Students with Disabilities	78	*	1.3%	*	1.50/2	Meets
Matriculation Rate	All Students	71	*	46.5%	*	1.00/4	Does Not Meet
	2 Year	*	*	11.3%	*	0.00/0	-
	4 Year	*	*	32.4%	*	0.00/0	-
	CTE	*	*	0.0%	*	0.00/0	-
	Military	*	*	1.4%	*	0.00/0	-
	Postsecondary Program	*	*	2.8%	*	0.00/0	-
Graduation Rate	All Students	90	7yr	94.4%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	39	6yr	89.7%	*	1.50/2	Meets
	Minority Students	27	6yr	96.3%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	26.50/44	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	91.4%	89.9%	94.4%	94.4%	7yr
Free/Reduced-Price Lunch Eligible	82.1%	88.5%	89.7%	87.5%	6yr
Minority Students	88.0%	87.5%	96.3%	83.3%	6yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022-2024 results. Cut-scores were re-normed based on 2024 results.
Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2023 End of Year (EOY) data submission. Multi-year reports include 2021 through 2023 records.
Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2023 graduation cohort. Multi-year reports include 2021 through 2023 records.
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 for 1-Year and Multi-Year reports are based on data for students with AYGs between 2020 and 2023.
For additional information about ratings, refer to the scoring guide on the last page of this report. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*Mean Scale Score was:*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5

Postsecondary and Workforce Readiness						
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	553.1	552.5	Exceeds	4	1.00
	• below previous cut but at or above	494.6	495.1	Meets	3	0.75
	• below previous cut but at or above	448.1	452.5	Approaching	2	0.50
	• below	448.1	452.5	Does Not Meet	1	0.25
	*Mean CO SAT Math scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	527.0	522.5	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.4	Meets	3	0.75
	• below previous cut but at or above	423.3	424.7	Approaching	2	0.50
	• below	423.3	424.7	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

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	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 Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	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). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 15, 2024

COLORADO Department of Education

2024 Preliminary School Performance Framework

8332: Hemphill Middle School | 0060: Strasburg 31J

Grade Levels: M - (1 Year)

Plan Type	Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan	42.9/100 Points Earned

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 **42.9%**

Priority Imp.

Turnaround

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

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	42.9%	17.2/40	Approaching
Academic Growth	42.9%	25.7/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	250	240	96.0%	8	100.0%	Meets 95% Participation
Math	250	241	96.4%	9	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% 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
Middle	Academic Achievement	42.9%	17.2/40	Approaching	42.9%	Improvement
	Academic Growth	42.9%	25.7/60	Approaching		

(-) 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.

COLORADO Department of Education

2024 Preliminary School Performance Framework

8332: Hemphill Middle School | 0060: Strasburg 31J

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	232	96.0%	729.6	25	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	91	94.0%	718.3	6	0.25/1	Does Not Meet
	Minority Students	93	93.3%	720.9	10	0.25/1	Does Not Meet
	Multilingual Learners	44	90.2%	711.0	1	0.25/1	Does Not Meet
	Students with Disabilities	28	87.9%	709.7	1	0.25/1	Does Not Meet
CMAS - Math	All Students	232	96.4%	724.5	32	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	91	95.0%	714.1	10	0.25/1	Does Not Meet
	Minority Students	93	94.3%	716.8	16	0.50/1	Approaching
	Multilingual Learners	44	92.2%	707.7	3	0.25/1	Does Not Meet
	Students with Disabilities	28	87.9%	709.0	5	0.25/1	Does Not Meet
CMAS - Science	All Students	78	98.8%	717.1	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	33	100.0%	702.7	4	0.25/1	Does Not Meet
	Minority Students	37	100.0%	703.9	5	0.25/1	Does Not Meet
	Multilingual Learners	20	100.0%	691.2	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.00/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	226	32.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	87	29.0	0.25/1	Does Not Meet
	Minority Students	92	32.0	0.25/1	Does Not Meet
	Multilingual Learners	43	40.0	0.50/1	Approaching
	Students with Disabilities	27	41.0	0.50/1	Approaching
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	Minority Students	92	34.5	0.25/1	Does Not Meet
	Multilingual Learners	43	33.0	0.25/1	Does Not Meet
	Students with Disabilities	27	39.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	21	61.0	1.50/2	Meets
	On Track to EL Proficiency	21	28.6%	1.50/2	Meets
TOTAL		*	*	12.00/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
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(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*Mean Scale Score was:*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5

Postsecondary and Workforce Readiness						
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	553.1	552.5	Exceeds	4	1.00
	• below previous cut but at or above	494.6	495.1	Meets	3	0.75
	• below previous cut but at or above	448.1	452.5	Approaching	2	0.50
	• below	448.1	452.5	Does Not Meet	1	0.25
	*Mean CO SAT Math scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	527.0	522.5	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.4	Meets	3	0.75
	• below previous cut but at or above	423.3	424.7	Approaching	2	0.50
	• below	423.3	424.7	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

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	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 Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	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). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 15, 2024

2024 Preliminary School Performance Framework

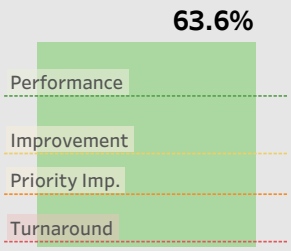
COLORADO Department of Education

8328: Strasburg Elementary School | 0060: Strasburg 31J

Grade Levels: E - (1 Year)

Plan Type	Official Rating based on SINGLE-YEAR SPF Report
Performance Plan	63.6/100 Points Earned

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.



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

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	52.1%	20.8/40	Approaching
Academic Growth	71.4%	42.8/60	Meets

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	244	235	96.3%	8	100.0%	Meets 95% Participation
Math	244	236	96.7%	8	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% 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
Elementary	Academic Achievement	52.1%	20.8/40	Approaching	63.6%	Performance
	Academic Growth	71.4%	42.8/60	Meets		

(-) No Reportable Data

*Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether 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.

COLORADO Department of Education

2024 Preliminary School Performance Framework

8328: Strasburg Elementary School | 0060: Strasburg 31J

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	96.3%	735.2	40	4.00/8	Approaching
	Previously Identified for READ Plan	43	93.8%	700.9	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	90	93.8%	729.1	26	0.50/1	Approaching
	Minority Students	91	96.9%	725.6	20	0.50/1	Approaching
	Multilingual Learners	46	96.0%	716.4	6	0.25/1	Does Not Meet
	Students with Disabilities	40	89.4%	714.5	4	0.25/1	Does Not Meet
CMAS - Math	All Students	229	96.7%	736.1	54	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	91	94.8%	726.4	30	0.50/1	Approaching
	Minority Students	91	96.9%	726.6	31	0.50/1	Approaching
	Multilingual Learners	46	96.0%	718.4	13	0.25/1	Does Not Meet
	Students with Disabilities	41	91.5%	714.6	8	0.25/1	Does Not Meet
CMAS - Science	All Students	81	94.3%	731.7	41	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	31	88.6%	724.5	27	0.50/1	Approaching
	Minority Students	32	94.1%	722.6	23	0.50/1	Approaching
	Multilingual Learners	16	94.1%	717.7	14	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	18.25/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	154	53.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	60	65.5	1.00/1	Exceeds
	Minority Students	60	54.0	0.75/1	Meets
	Multilingual Learners	32	54.5	0.75/1	Meets
	Students with Disabilities	29	62.0	0.75/1	Meets
CMAS - Math	All Students	154	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	60	59.5	0.75/1	Meets
	Minority Students	60	60.0	0.75/1	Meets
	Multilingual Learners	32	58.0	0.75/1	Meets
	Students with Disabilities	29	48.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	55	42.0	1.00/2	Approaching
	On Track to EL Proficiency	58	62.1%	1.00/2	Approaching
TOTAL		*	*	20.00/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
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. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*Mean Scale Score was:*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5

Postsecondary and Workforce Readiness						
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	553.1	552.5	Exceeds	4	1.00
	• below previous cut but at or above	494.6	495.1	Meets	3	0.75
	• below previous cut but at or above	448.1	452.5	Approaching	2	0.50
	• below	448.1	452.5	Does Not Meet	1	0.25
	*Mean CO SAT Math scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	527.0	522.5	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.4	Meets	3	0.75
	• below previous cut but at or above	423.3	424.7	Approaching	2	0.50
	• below	423.3	424.7	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

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	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 Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	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). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 15, 2024

COLORADO Department of Education

2024 Preliminary School Performance Framework

8334: Strasburg High School | 0060: Strasburg 31J

Grade Levels: H - (1 Year)

Plan Type	Official Rating based on SINGLE-YEAR SPF Report
Performance Plan	54.0/100 Points Earned

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 **54.0%**

Improvement

Priority Imp.

Turnaround

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

Performance Plan: 53.0% - 100%

Improvement Plan: 42.0% - 52.9%

Priority Improvement Plan: 34.0% - 41.9%

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	44.9%	13.5/30	Approaching
Academic Growth	50.0%	20.0/40	Approaching
Postsecondary & Workforce Readiness	68.2%	20.5/30	Meets

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	273	254	93.0%	12	97.7%	Meets 95% Participation
Math	273	254	93.0%	12	97.3%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Low Total Participation

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	44.9%	13.5/30	Approaching	54.0%	Performance
	Academic Growth	50.0%	20.0/40	Approaching		
	Postsecondary & Workforce Readiness	68.2%	20.5/30	Meets		

(-) No Reportable Data

*Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether 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.

COLORADO Department of Education

2024 Preliminary School Performance Framework

8334: Strasburg High School | 0060: Strasburg 31J

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	175	92.3%	444.9	37	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	85.1%	413.7	14	0.25/1	Does Not Meet
	Minority Students	73	88.4%	423.6	22	0.50/1	Approaching
	Multilingual Learners	25	81.3%	380.4	2	0.25/1	Does Not Meet
	Students with Disabilities	17	89.5%	364.7	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	175	92.3%	410.4	33	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	85.1%	381.1	11	0.25/1	Does Not Meet
	Minority Students	73	88.4%	389.6	16	0.50/1	Approaching
	Multilingual Learners	25	81.3%	369.2	4	0.25/1	Does Not Meet
	Students with Disabilities	17	89.5%	335.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	66	82.5%	729.8	34	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	26	86.7%	725.6	23	0.50/1	Approaching
	Minority Students	34	85.0%	717.4	8	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.25/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	158	48.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	54	47.0	0.50/1	Approaching
	Minority Students	75	48.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	240	43.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	77	46.0	0.50/1	Approaching
	Minority Students	107	36.0	0.50/1	Approaching
	Multilingual Learners	31	30.0	0.25/1	Does Not Meet
	Students with Disabilities	20	52.5	0.75/1	Meets
English Language Proficiency	English Language Proficiency	24	35.0	1.00/2	Approaching
	On Track to EL Proficiency	24	20.8%	1.00/2	Approaching
TOTAL		*	*	13.00/26	Approaching

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

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. Cut-scores for the digital PSAT/SAT and CMAS Science metrics were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
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. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

COLORADO Department of Education

2024 Preliminary School Performance Framework

8334: Strasburg High School | 0060: Strasburg 31J

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Reading & Writing	All Students	76	*	488.9	95.0%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	478.7	96.7%	0.50/1	Approaching
	Minority Students	40	*	465.3	100.0%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	76	*	454.9	95.0%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	434.9	96.7%	0.50/1	Approaching
	Minority Students	40	*	426.3	100.0%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	419	*	1.7%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	122	*	4.1%	*	1.00/2	Approaching
	Minority Students	193	*	2.1%	*	1.00/2	Approaching
	Multilingual Learners	47	*	6.4%	*	0.50/2	Does Not Meet
	Students with Disabilities	49	*	2.0%	*	1.50/2	Meets
Matriculation Rate	All Students	65	*	49.2%	*	2.00/4	Approaching
	2 Year	*	*	10.8%	*	0.00/0	-
	4 Year	*	*	35.4%	*	0.00/0	-
	CTE	*	*	0.0%	*	0.00/0	-
	Military	*	*	1.5%	*	0.00/0	-
	Postsecondary Program	*	*	3.1%	*	0.00/0	-
Graduation Rate	All Students	63	4yr	98.4%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	24	4yr	95.8%	*	2.00/2	Exceeds
	Minority Students	21	6yr	100.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	30.00/44	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	98.4%	91.4%	95.0%	97.5%	4yr
Free/Reduced-Price Lunch Eligible	95.8%	90.0%	90.3%	94.4%	4yr
Minority Students	100.0%	94.7%	100.0%	88.2%	6yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022-2024 results. Cut-scores were re-normed based on 2024 results.
Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2023 End of Year (EOY) data submission. Multi-year reports include 2021 through 2023 records.
Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2023 graduation cohort. Multi-year reports include 2021 through 2023 records.
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 for 1-Year and Multi-Year reports are based on data for students with AYGs between 2020 and 2023.
For additional information about ratings, refer to the scoring guide on the last page of this report. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

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

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*Mean Scale Score was:*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5

Postsecondary and Workforce Readiness						
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	553.1	552.5	Exceeds	4	1.00
	• below previous cut but at or above	494.6	495.1	Meets	3	0.75
	• below previous cut but at or above	448.1	452.5	Approaching	2	0.50
	• below	448.1	452.5	Does Not Meet	1	0.25
	*Mean CO SAT Math scale score was**:*	*1-Year*	*3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	527.0	522.5	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.4	Meets	3	0.75
	• below previous cut but at or above	423.3	424.7	Approaching	2	0.50
	• below	423.3	424.7	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

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	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 Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	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). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 15, 2024