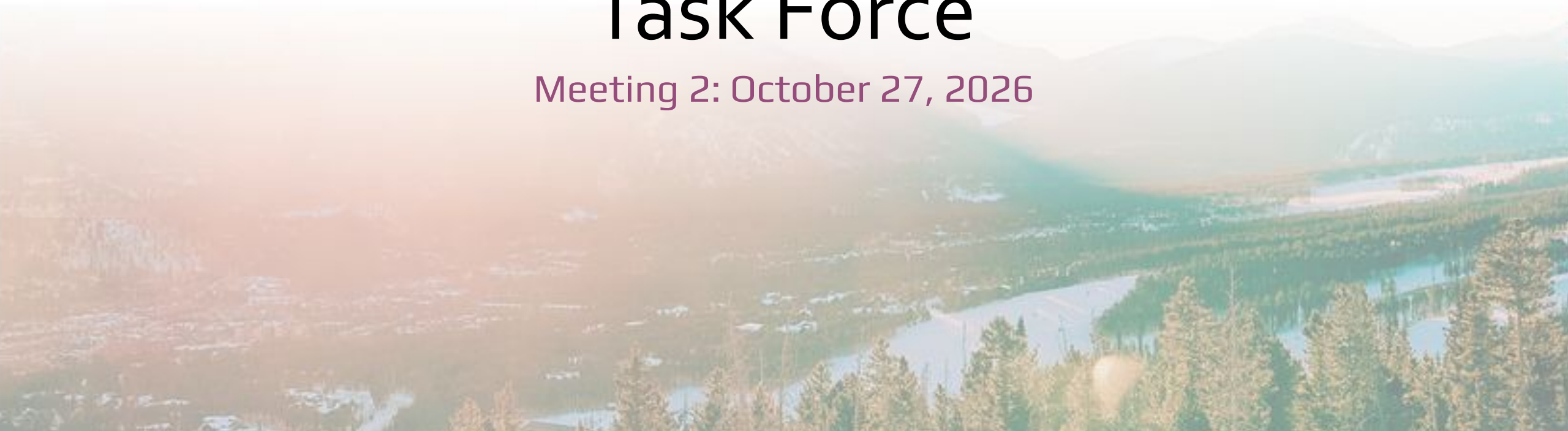
KEYSTONE
POLICY CENTER

Access To Opportunity Task Force

Meeting 2: October 27, 2026



Our Team



Charles Dukes
Director, Center for Education & Senior Policy Director



Kati Van Sicklen
Assistant Project Manager



Matt Weyer, Ph.D.
Senior Project Director

Session Goals

- Build a shared understanding of Colorado's opportunity and student-success landscape using multiple measures.
- Understand what the data tells us and where important gaps remain.
- Learn from Colorado emerging practices across different communities and contexts.
- Identify practices and conditions that appear to support student success.
- Explore national evidence and practical policy levers that could strengthen student success.
- Identify key questions and barriers to explore more deeply in Meeting #3.

Roles

Keystone Staff:

- Facilitate the conversation - Create space for productive dialogue, different perspectives, and thoughtful discussion.
- Support the Task Force's work- Help organize ideas, identify areas of agreement and tension, and keep the group moving toward its charge and recommendations.

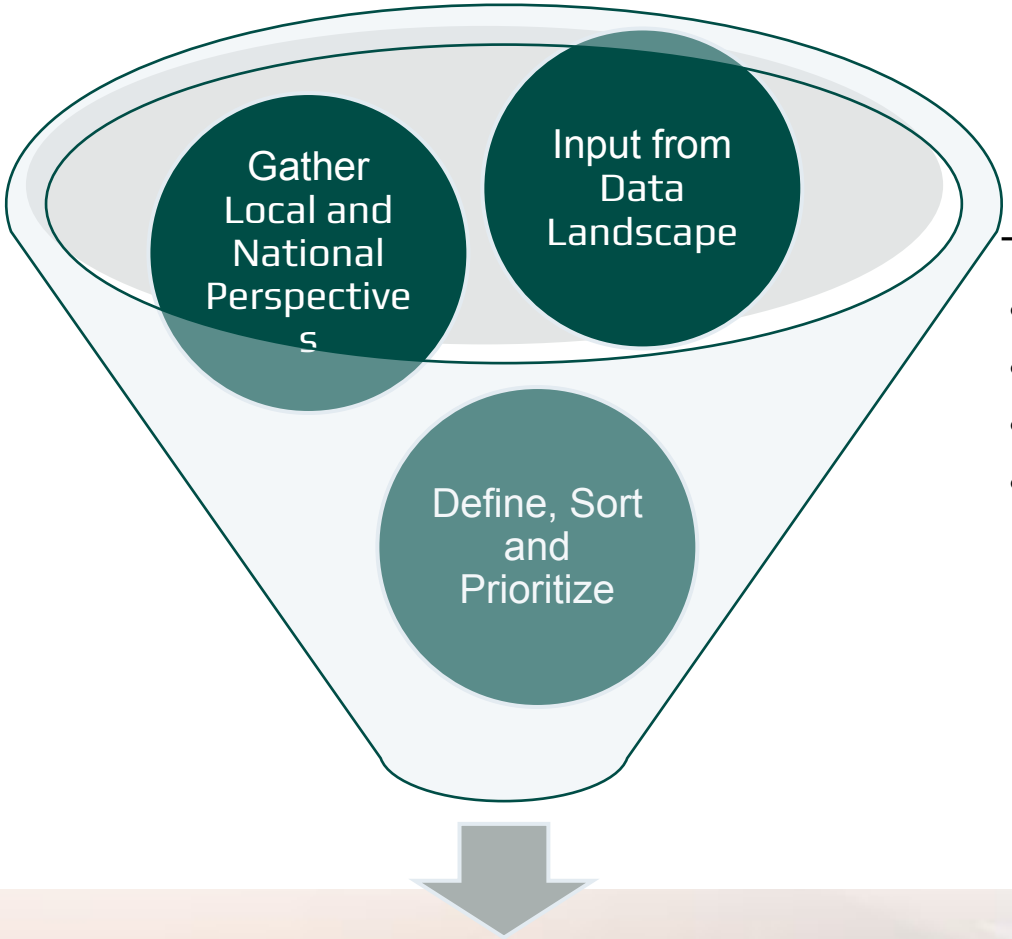
Task Force members:

- Bring your perspective and stay curious - Share your experience and expertise, listen to different perspectives, and help build a shared understanding of educational opportunity across Colorado.
- Help shape the path forward - Identify what appears to be working, surface challenges and tensions, and identify the questions and evidence we need to explore before developing recommendations.

Agenda

- Welcome, Purpose and Overview of the Day
- Colorado's Opportunity Landscape: What Does the Data Tell Us?
- Colorado Panel: Stories of Success
- Lunch
- National Perspective: What Can Colorado Learn from Elsewhere?
- Building Shared Understanding
- Discussions:
  - Conditions for Success Workshop
  - From Success to Replication
- Reflection and Close

Process Framework



Tools

- Individual Reflection
- Small Group Discussion
- Brainstorming
- Mentimeter

Plan for Next Meeting

Working Agreements

- ✔ Agree to disagree
- ✔ Expect and accept non-closure
- ✔ Grounding ourselves in data
- ✔ Assume best intentions
- ✔ Listen to understand
- ✔ Avoid interruptions
- ✔ Be present
- ✔ Feedback on the idea, not the person
- ✔ Center kids furthest from opportunity

Task Force Roadmap

#1: Build Shared Understanding
September 16

#2: Learn From Success
October 27

#3: Identify Barriers
November 10

#4: Build Recommendations
November 19

#5: Refine & Finalize
December 17

The Task Force's report must be submitted no later than five months after the first meeting.

Reconnect: One Thing That Stuck With You

- Individual reflection (1 minute)
- Partner conversation (5 minutes)
- Group reflections (4 minutes)

Colorado's Opportunity Landscape: What Does the Data Tell Us?

Create a shared, high-level understanding of Colorado student and school performance using multiple measures while making the limitations of each data source explicit.

CDE's Content

Data Questions from Meeting #1

- Rural communities closing opportunity gaps
- Measures of school quality beyond test scores
- Educator recruitment and retention
- Adequate staffing
- Outcomes for students of color
- Schools achieving strong results despite resource or community constraints.

Content for Today's Presentation

- Reminders: Achievement, Growth & Performance Frameworks
- Summary of Achievement and Growth
- Summary of 2026 Preliminary Framework Ratings
  - Districts
  - Schools
- Data Reporting
- Spotlight Schools
- Next Steps and Resources



Achievement and Growth Are Key Indicators of Academic Progress

Academic Achievement

- Provides student mastery of the knowledge and skills outlined in the Colorado Academic Standards (CAS)
- *Met/Exceeded Expectations* means students are on-track with CAS grade-level expectations

Academic Growth

- Shows how much progress individual students have made from one year to the next on CMAS and PSAT/SAT in English language arts and math.
- Student growth is reported through Student Growth Percentiles (SGP), which describe how much a student has progressed compared to their “academic peers.” For schools, the middle SGP becomes the Median Growth Percentile (MGP) for that grade and content area.

2026 Achievement Summary - % Met/Exceeded Expectations

All students (Reminder)	**CMAS ELA:** Elementary gains (especially Grades 4–5); middle school declined. **CMAS Math:** Improvements across elementary and middle school. **CMAS Science:** Grade 5 declined, Grade 8 was generally stable, and Grade 11 showed mixed results. **CMAS Social Studies:** Grade 7 outperformed Grade 4. **PSAT/SAT:** PSAT 10 showed the strongest gains; SAT Reading & Writing declined while SAT Math remained relatively stable.
Race/Ethnicity (New)	Achievement gaps persist across all assessments. While many racial/ethnic groups demonstrated improvement in Math and upper elementary ELA, disparities remain substantial.
Free/Reduced Lunch-Eligible (New)	Students eligible for free/reduced-price lunch showed meaningful gains in Math and upper elementary ELA, but continued to perform well below their peers, with gaps remaining across all content areas.
Multilingual Learners (New)	Progress was strongest in Math, while ELA and Science results were mixed. Multilingual learners continue to have the largest achievement gaps across nearly every assessment.
Students with IEPs (New)	Students with IEPs demonstrated gains in Math and upper elementary ELA but continue to perform substantially below students without IEPs across all subjects, highlighting the need for continued instructional support.

2026 Academic Growth Summary - New

CMAS ES & MS Growth	CMAS cohort-referenced growth for elementary (ES) and middle school (MS) is normed statewide at around the 50th percentile. Special populations of students, especially students on IEPs in ELA, did not make as much progress as their academic peers in 2025-26.
Trends Over Time & Growth Gaps	Special populations of students showed some growth increases compared to last year. These groups will need continued focus on acceleration to reach grade level expectations and to sustain these trends. In contrast, gifted students seem to be on a downward trajectory in math.
High School PSAT/SAT	In the third year of the digital assessment, special populations of students have made progress in closing growth gaps.

2026 CMAS ELA Achievement Highlights

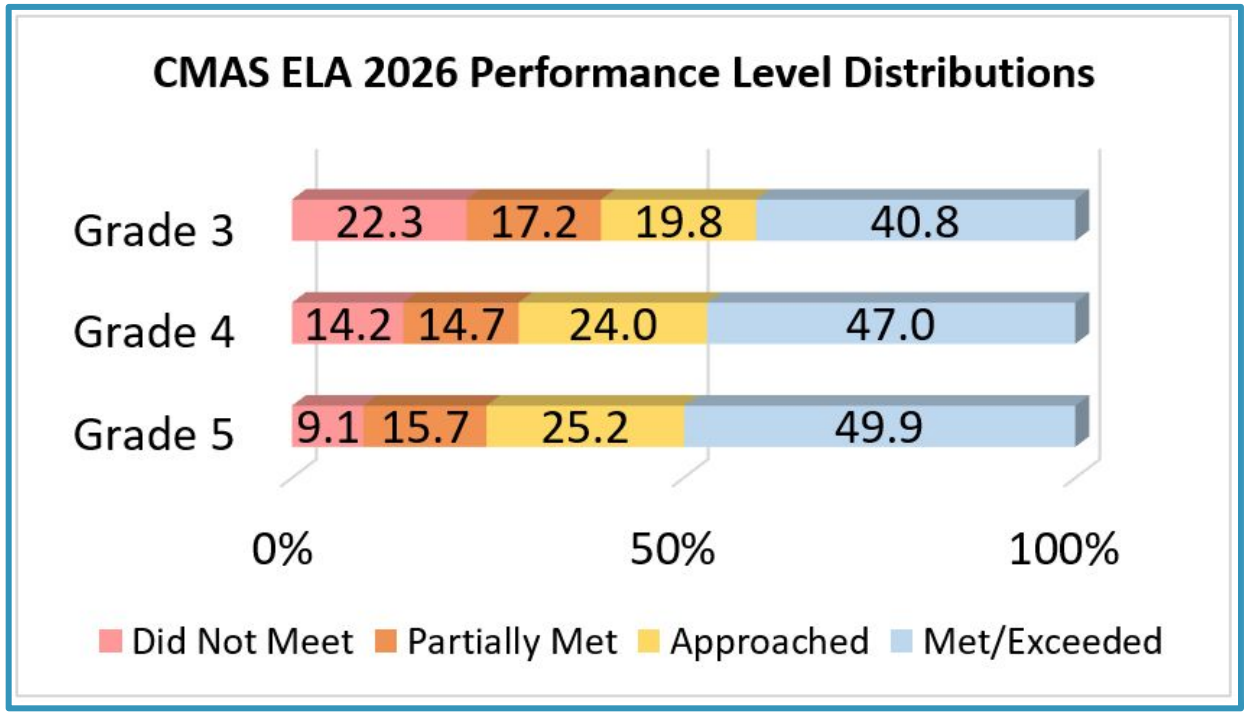
Overall Student Performance ~ Reminder

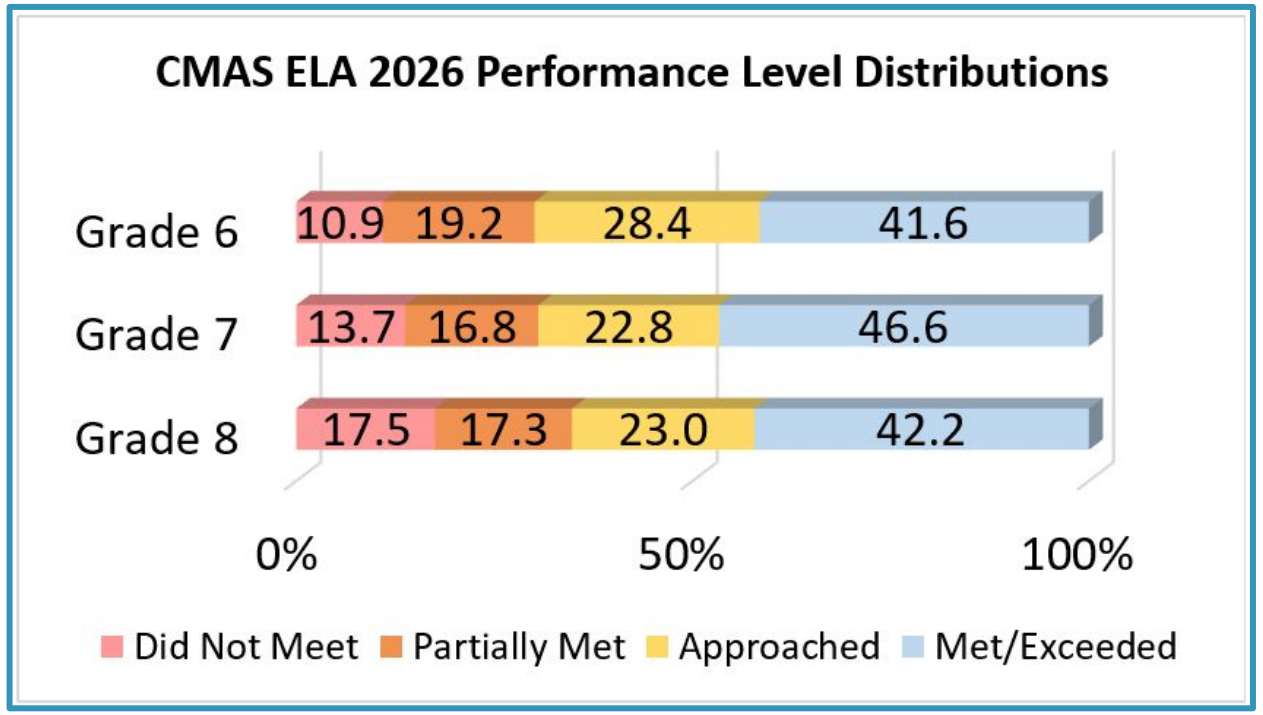
- **Upper elementary:** Performance improved, particularly in Grades 4–5.
- **Middle school:** Performance declined across Grades 6–8.

Key Student Group Performance ~ New

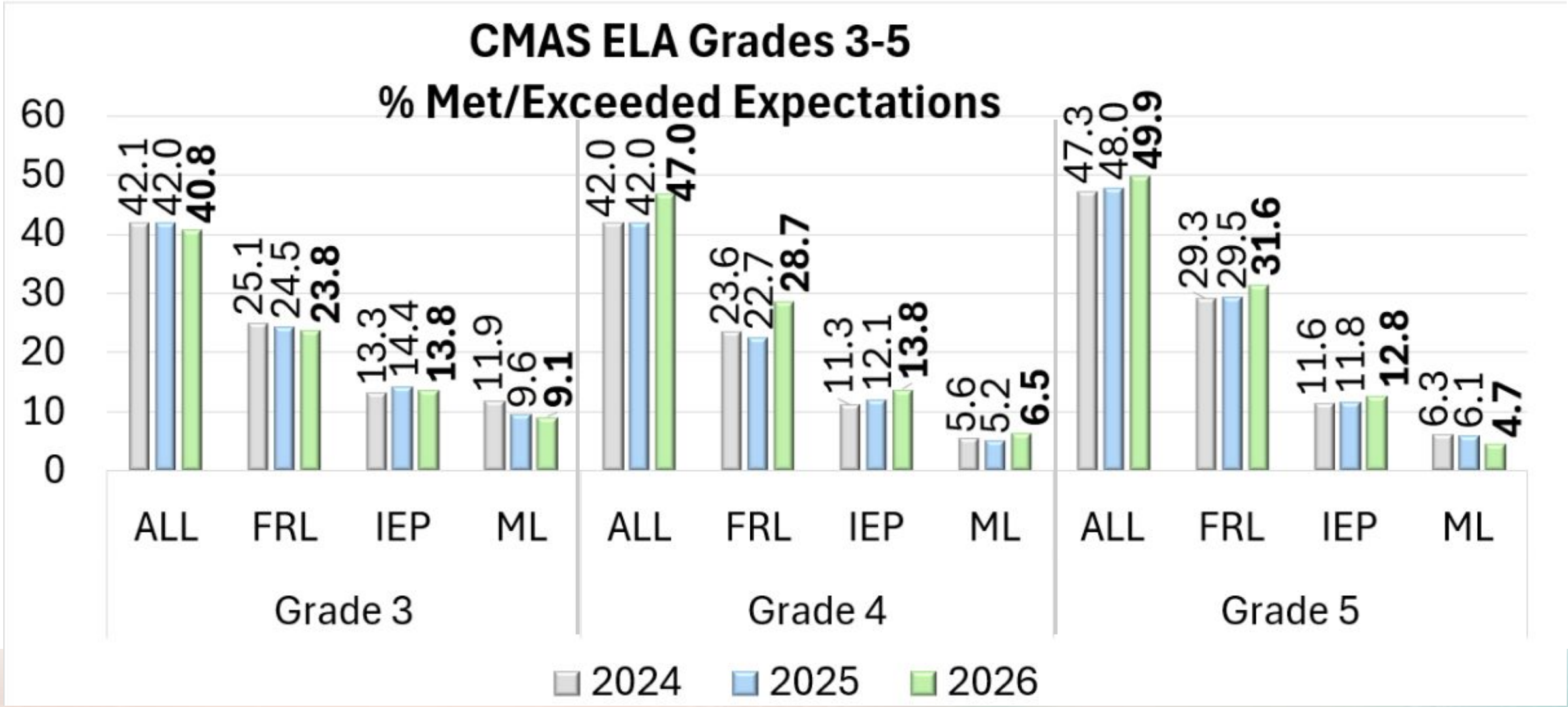
- **Gender:** Both male and female students made gains in Grades 4 and 5. Males also improved in Grade 3; declines across all middle school grades. Females outperformed males across grade levels.
- **Race/Ethnicity**: Broad Grade 4 gains and continued Grade 5 improvement across groups; declines across most middle school groups.
- **FRL-Eligible**: Strong Grade 4–5 gains; declines across middle school (non-FRL students remained mostly stable).
- **Multilingual Learners (NEP/LEP):** Improvements in Grades 4–5; declines across middle school. Achievement concentrated in lowest performance level.
- **Students with IEPs**: Improvements in Grades 4–5; declines across middle school.

Overall State Level Performance Level Distributions

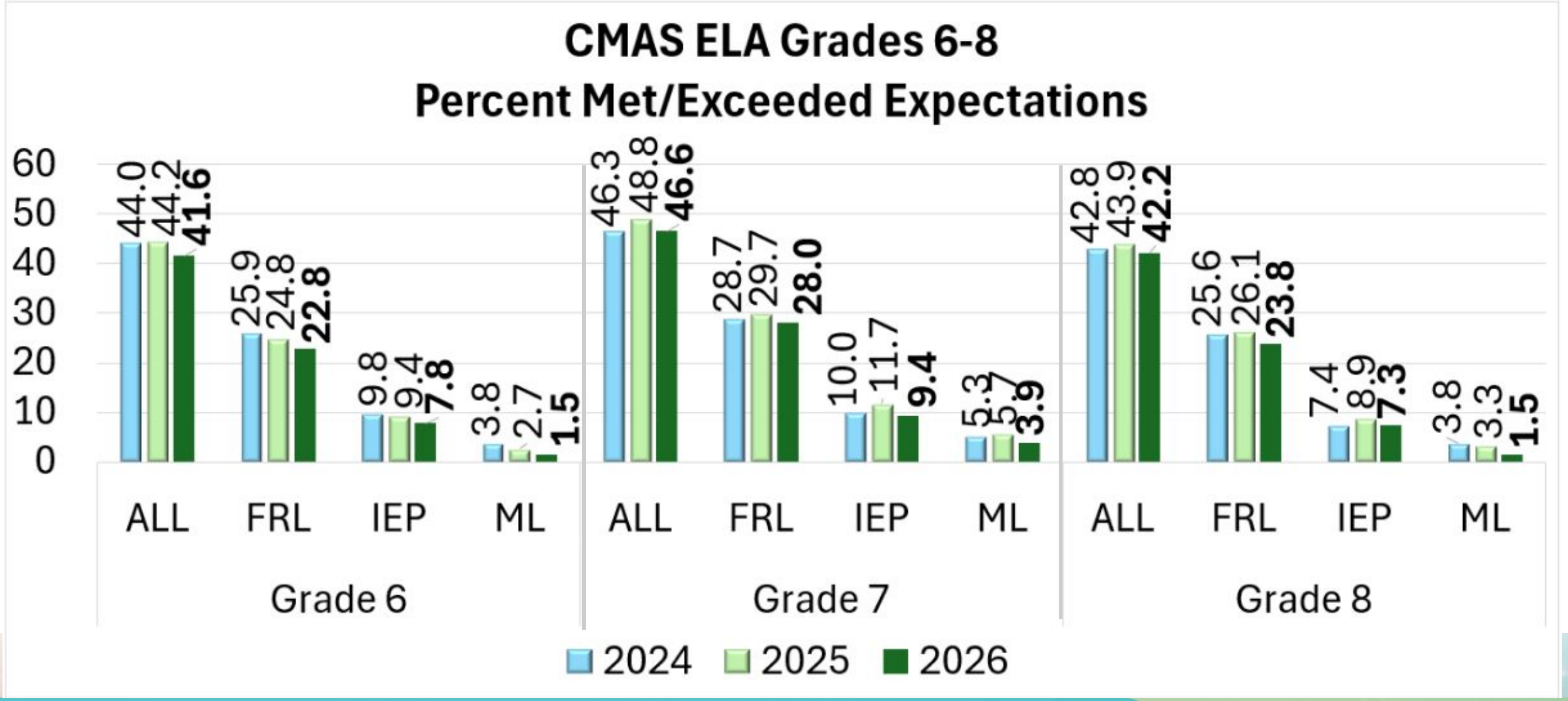




CMAS ELA Grades 3-5 Student Group Performance



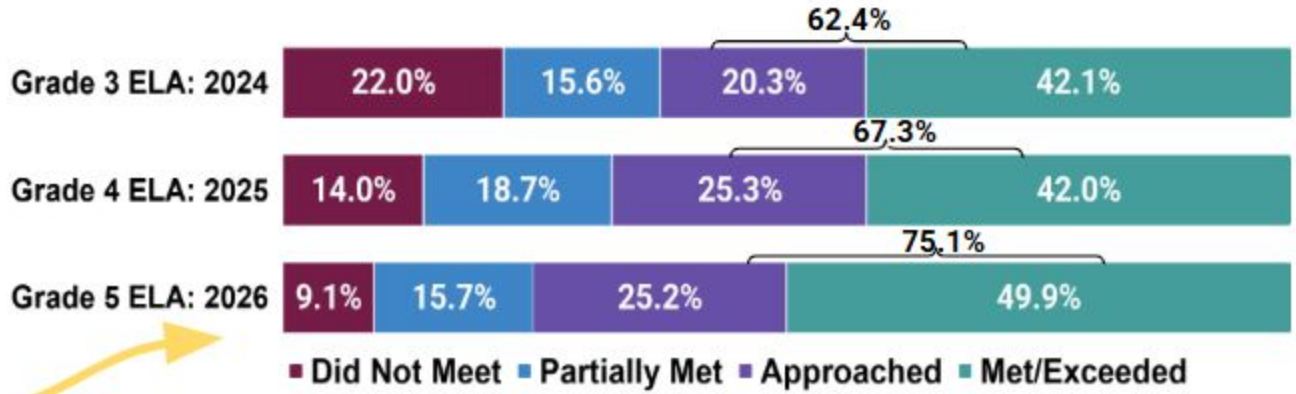
CMAS ELA Grades 6-8 Student Group Performance



Students are gaining ground in reading and writing as they progress through elementary school

The most recent cohort of 5th graders shows a 7.8 percentage point positive trajectory at Met/Exceeded Performance on ELA CMAS since they were 3rd graders.

Grade 3 Cohort	Change from Grade 3→5
2021 → 2023	+8.7 pts
2022 → 2024	+6.5 pts
2023 → 2025	+8.1 pts
2024 → 2026	+7.8 pts



CMAS ELA Ach & Growth **Elementary girls and gifted students are the only student groups in the high achievement and growth category. Special populations of students will have a better chance of making more progress with accelerated supports.**

CMAS Elementary English Language Arts

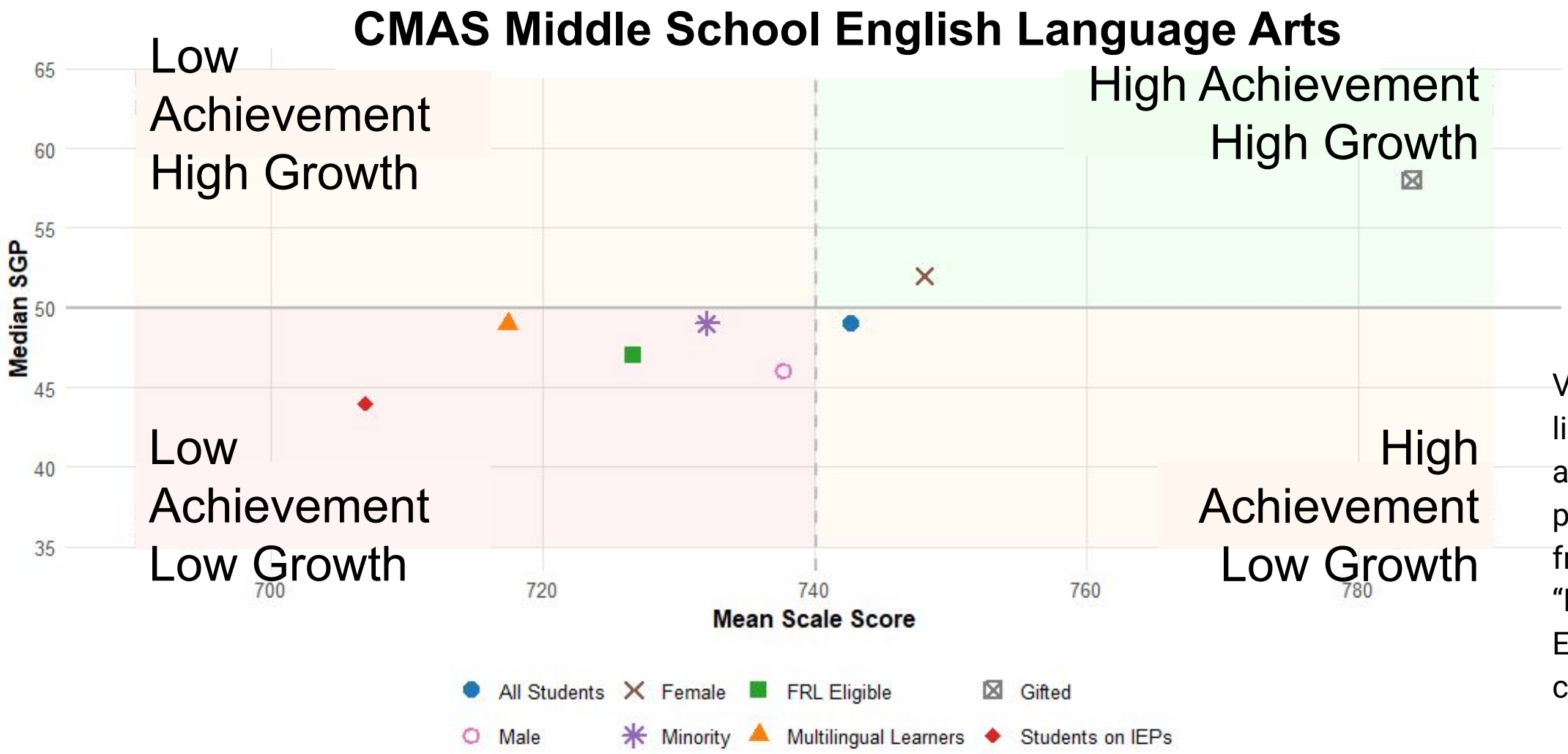


MLs on growth slides include the following groups: NEP, LEP, FEP - Monitor Y1, Y2, Exited Y1 & Y2

Vertical dotted line approximates performance framework "Meets State Expectations" cut-score

21

CMAS MS ELA Ach & Growth Middle School disaggregated groups show similar trends to Elementary, though MS boys show both low achievement and low growth.



Vertical dotted line approximates performance framework "Meets State Expectations" cut-score

22

2026 CMAS Math Achievement Highlights

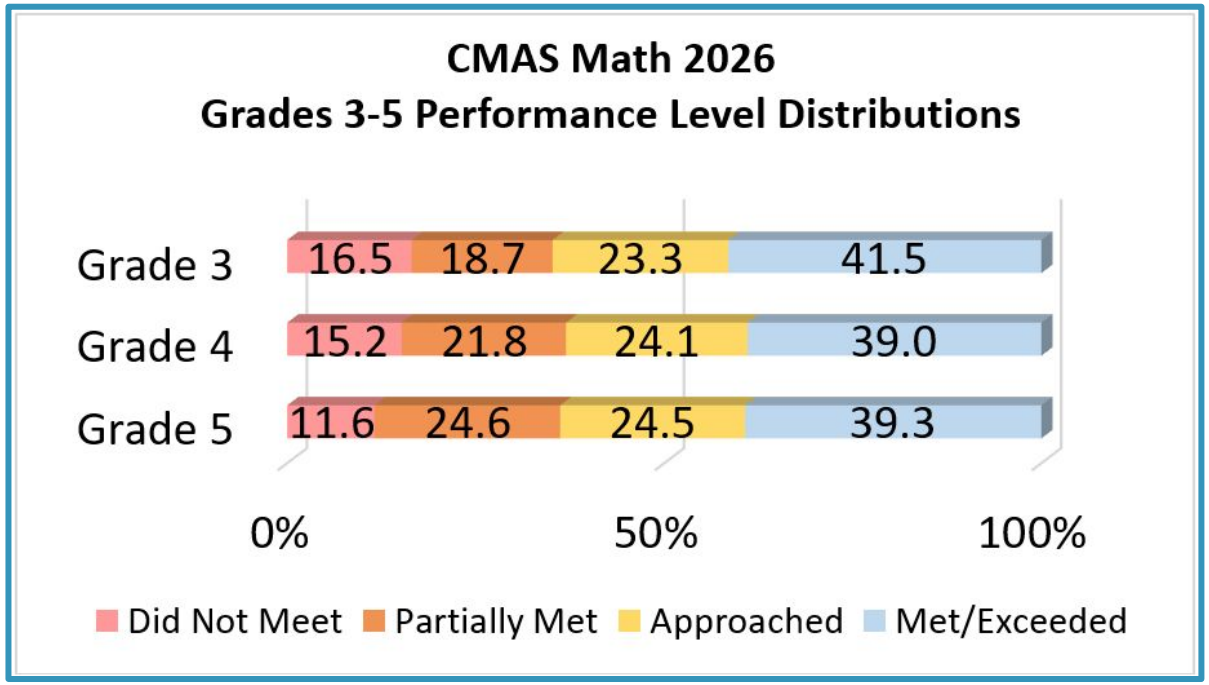
Overall Student Performance ~ REMINDER

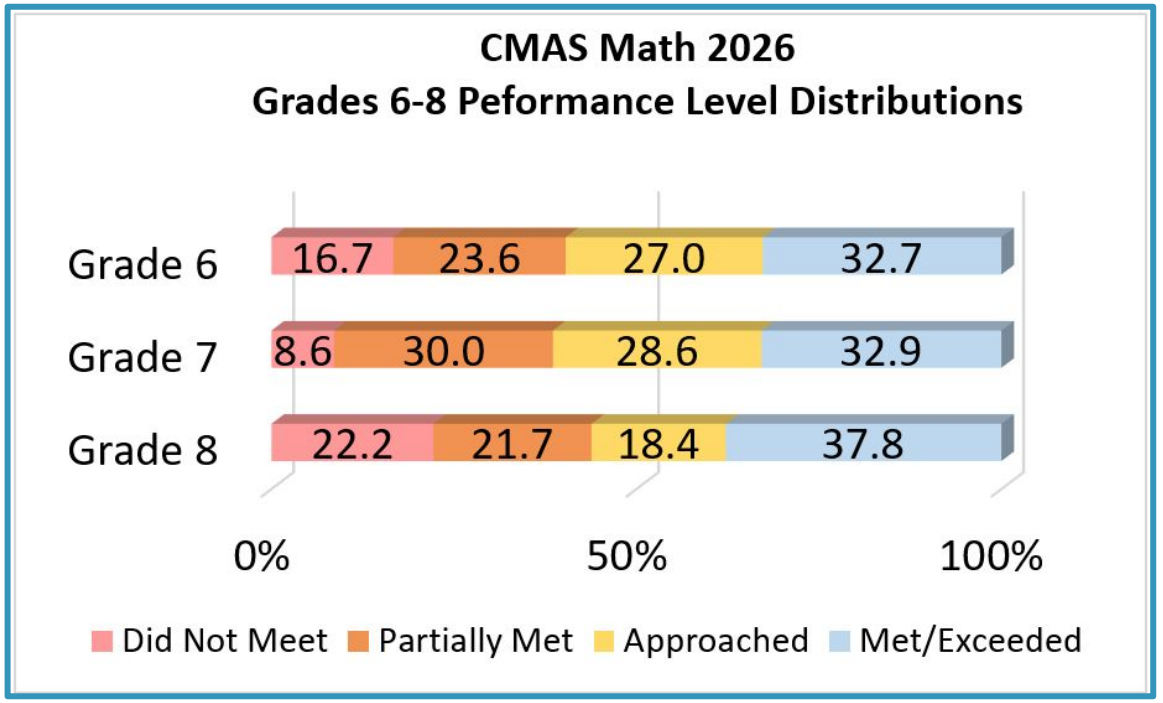
- **Elementary:** Performance was consistent in Grades 3 and 5 with improvement in Grade 4.
- **Middle school:** Performance improved across Grades 6–8, with the largest gains in Grade 8.

Key Student Group Performance ~ NEW

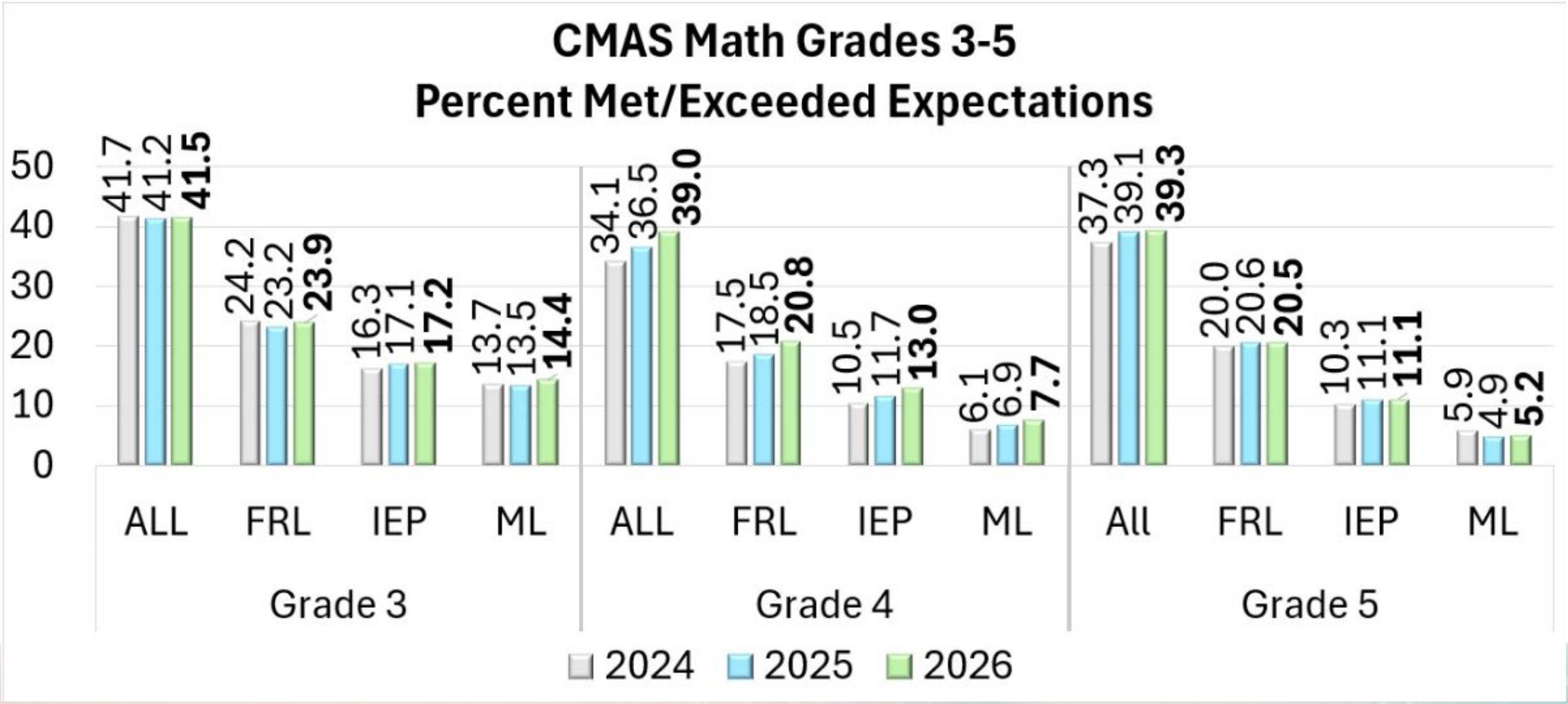
- **Gender:** Gains for male students across grades 4, 6, 7, and 8. Females also showed gains in grades 4 and 8. Male students outperformed female students across all grades.
- **Race/Ethnicity**: Most racial/ethnic groups improved across grades; Asian students declined in Grades 3 and 6 but improved elsewhere.
- **FRL-Eligible**: Non-FRL students showed large gains across most grades, with Grade 3 as the exception, where performance declined compared to 2025.
- **Multilingual Learners (NEP/LEP):** Performance was generally stable across grades. Few students Met/Exceeded expectations.
- **Students with IEPs**: Modest improvement in Grade 5 with stable performance across other grades; achievement remains substantially below students without IEPs.

CMAS Math Overall State Level Performance Level Distributions

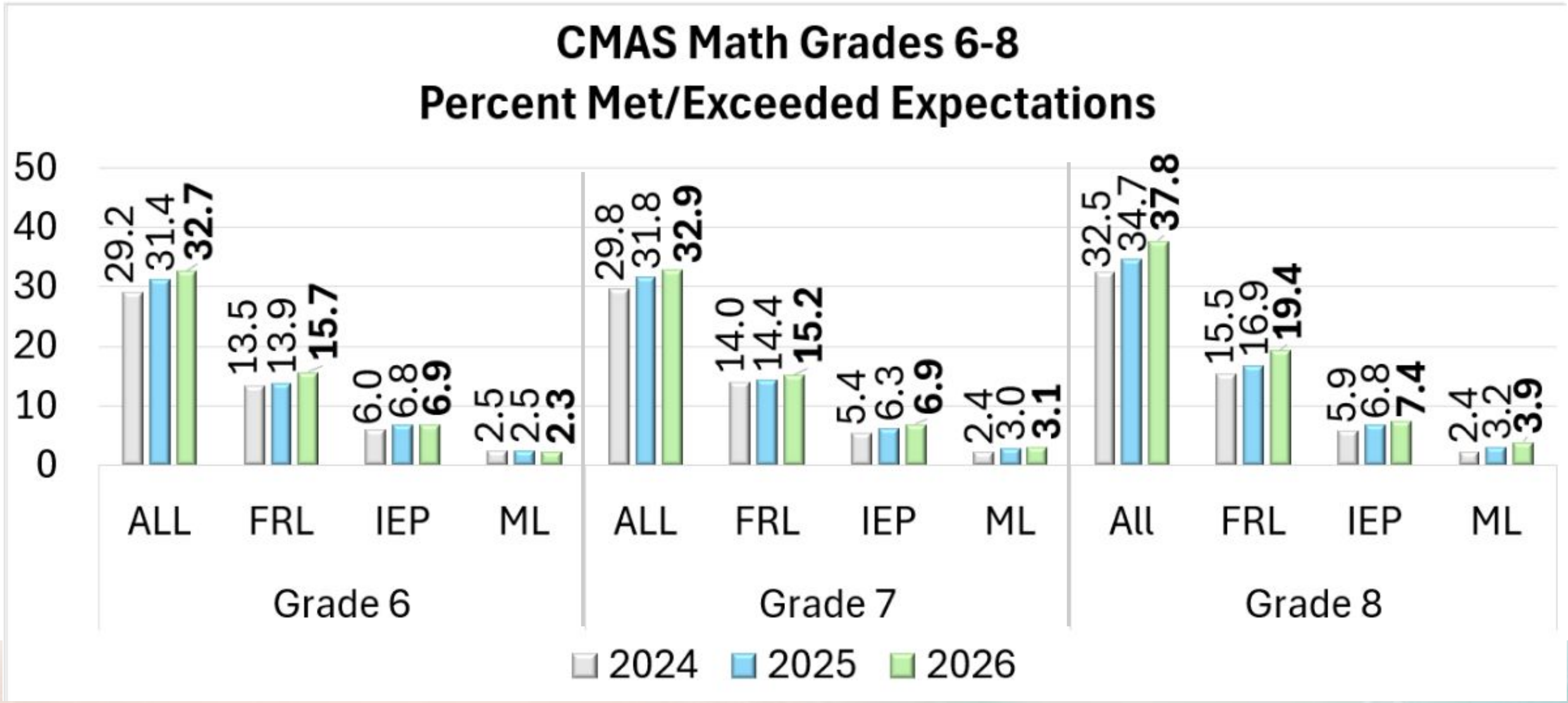




CMAS Math Grades 3-5 Student Group Performance



CMAS Math Grades 6-8 Student Group Performance



2026 Math Growth for Elementary and Middle Schools

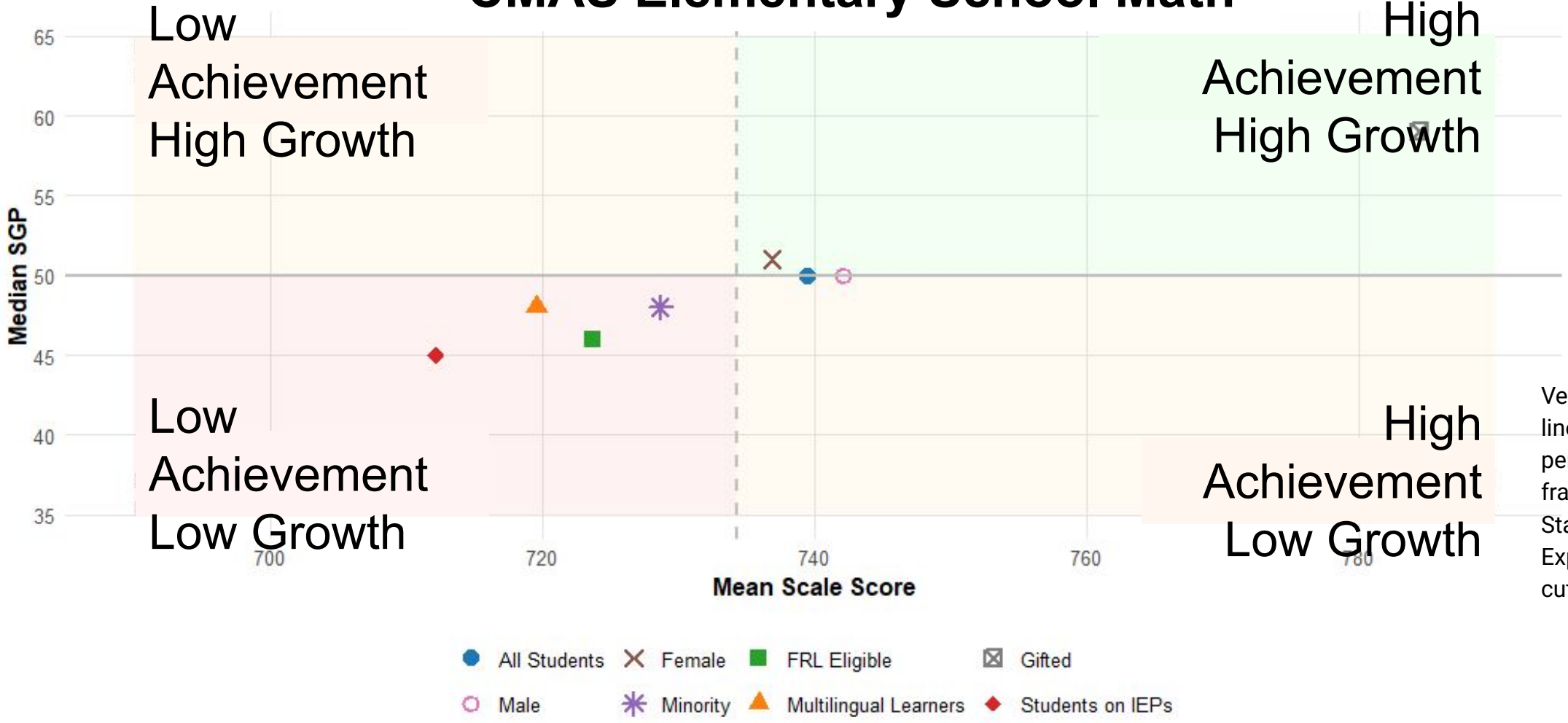
High Level Summary

CMAS ES & MS Growth	CMAS cohort-referenced growth for elementary (ES) and middle school (MS) is **normed statewide at around the 50th percentile.** **Special populations of students**, especially students on IEPs, **did not make as much progress as their academic peers** in 2025-26.
Trends Over Time & Growth Gaps	**Special populations of students showed slight improvements** in growth, except **gifted students which declined** in all grade levels. Given historical trends, however, most groups will need continued focus on acceleration to reach grade level expectations.

27

CMAS ES Math Ach & Growth Special populations of students continue to group in the "low achievement, low growth" quadrant, but are closer to the 50th percentile for growth than in ELA.

CMAS Elementary School Math

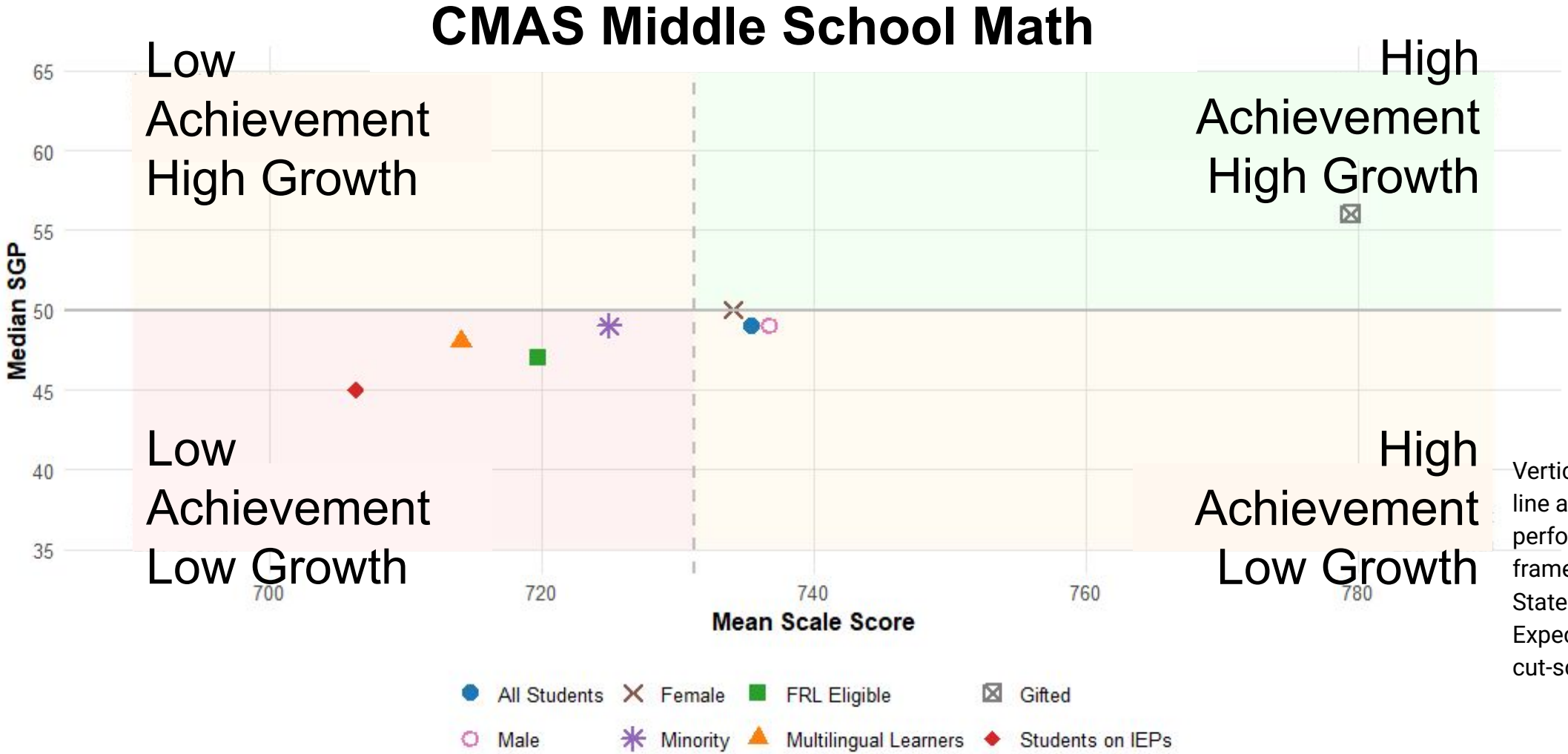


Vertical dotted line approximates performance framework "Meets State Expectations" cut-score

28

CMAS MS Math Ach & Growth

Similar pattern for Middle School as for Elementary, although most groups are making slightly lower growth.



Vertical dotted line approximates performance framework "Meets State Expectations" cut-score

29



2026 PSAT/SAT
State-Level Achievement and Growth Results

30

2026 PSAT/SAT Achievement Highlights

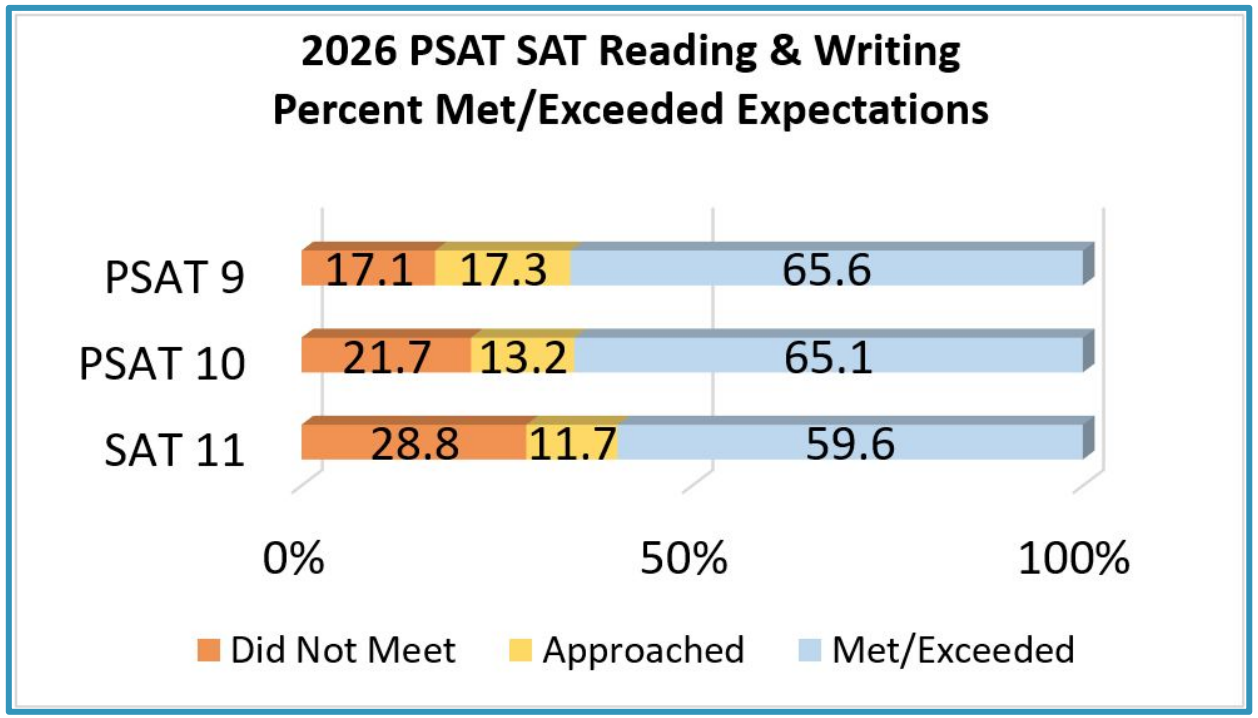
Overall Student Performance ~ REMINDER

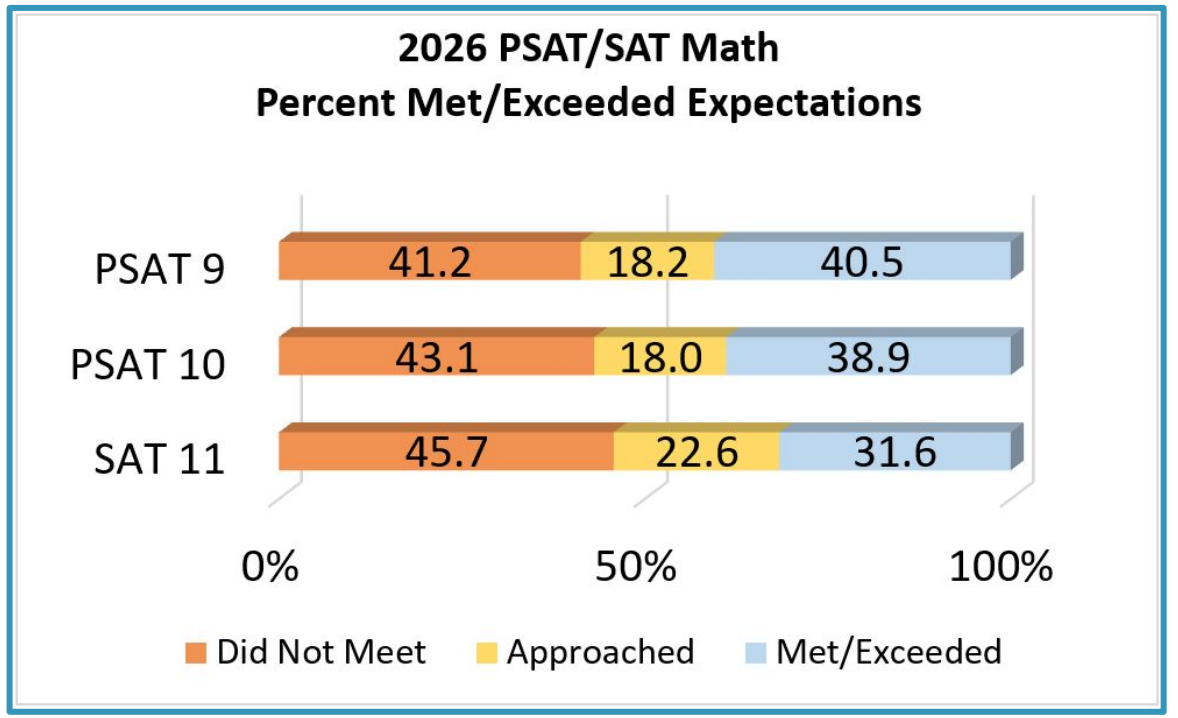
- **PSAT 9 and 10:** Reading & Writing and Math performance improved.
- **SAT:** Decline in Reading & Writing; consistent Math performance compared to 2025.

Key Student Group Performance ~ NEW

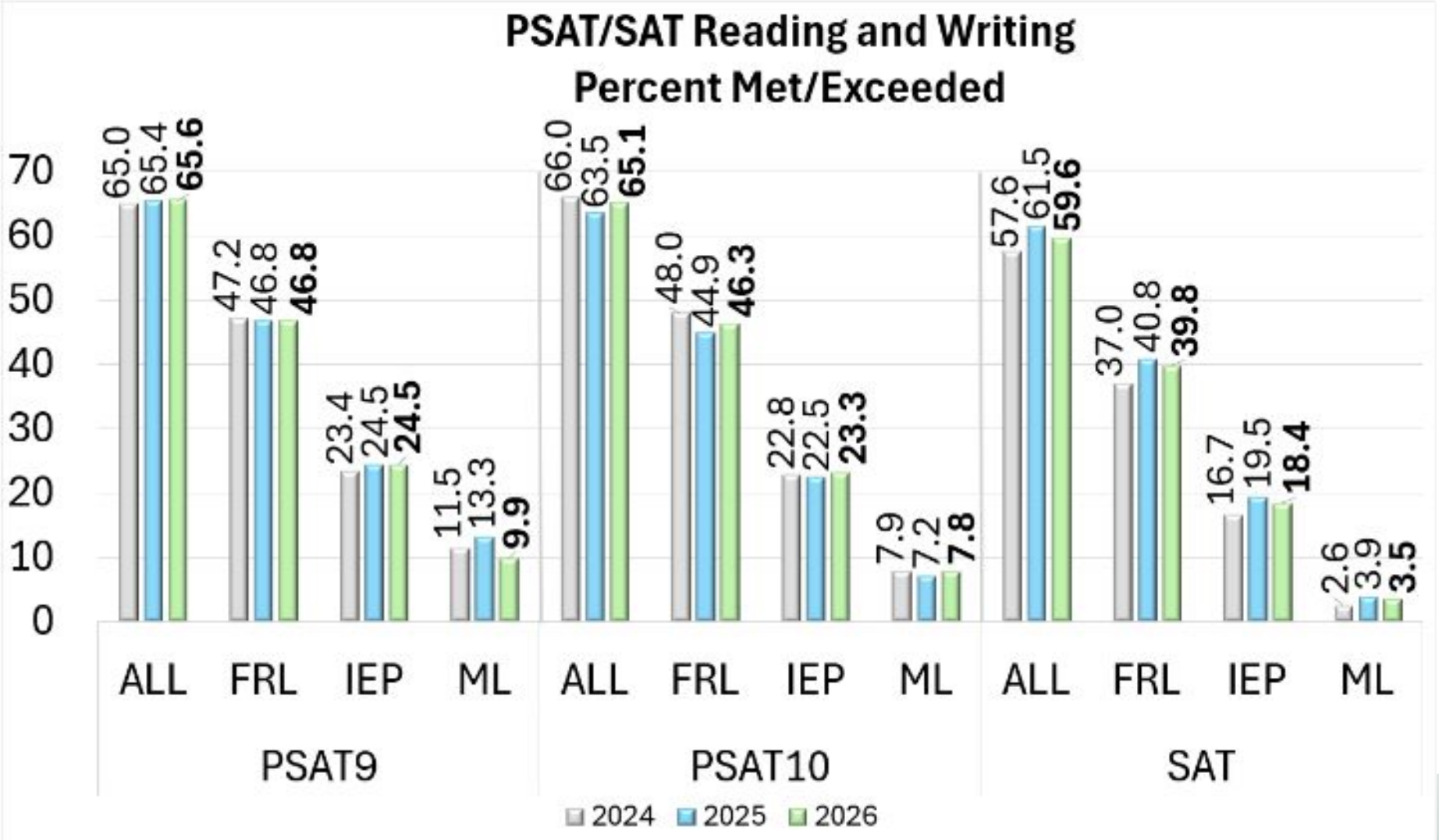
- **Gender:** Stable on PSAT 9, gains in PSAT 10, mixed results on SAT Reading and writing. Male and female students improved in grades 9 and 10 and demonstrated consistent performance on the SAT in grade 11
- **Race/Ethnicity**: Most groups improved on PSAT 9 and in PSAT 10 Math; SAT results were mixed, with Reading & Writing generally consistent with 2025.
- **FRL-Eligible**: Stable to improving on PSAT 9 and10 with improvements in Math; slight Reading & Writing declines and stable Math performance on SAT.
- **Multilingual Learners (NEP/LEP):** Performance consistent with 2025 with an improvement in Grade 10 Reading and Writing.
- **Students with IEPs**: Comparable performance to 2025, with improvement in Grade 9 Math.

Overall State Level Performance Level Distributions

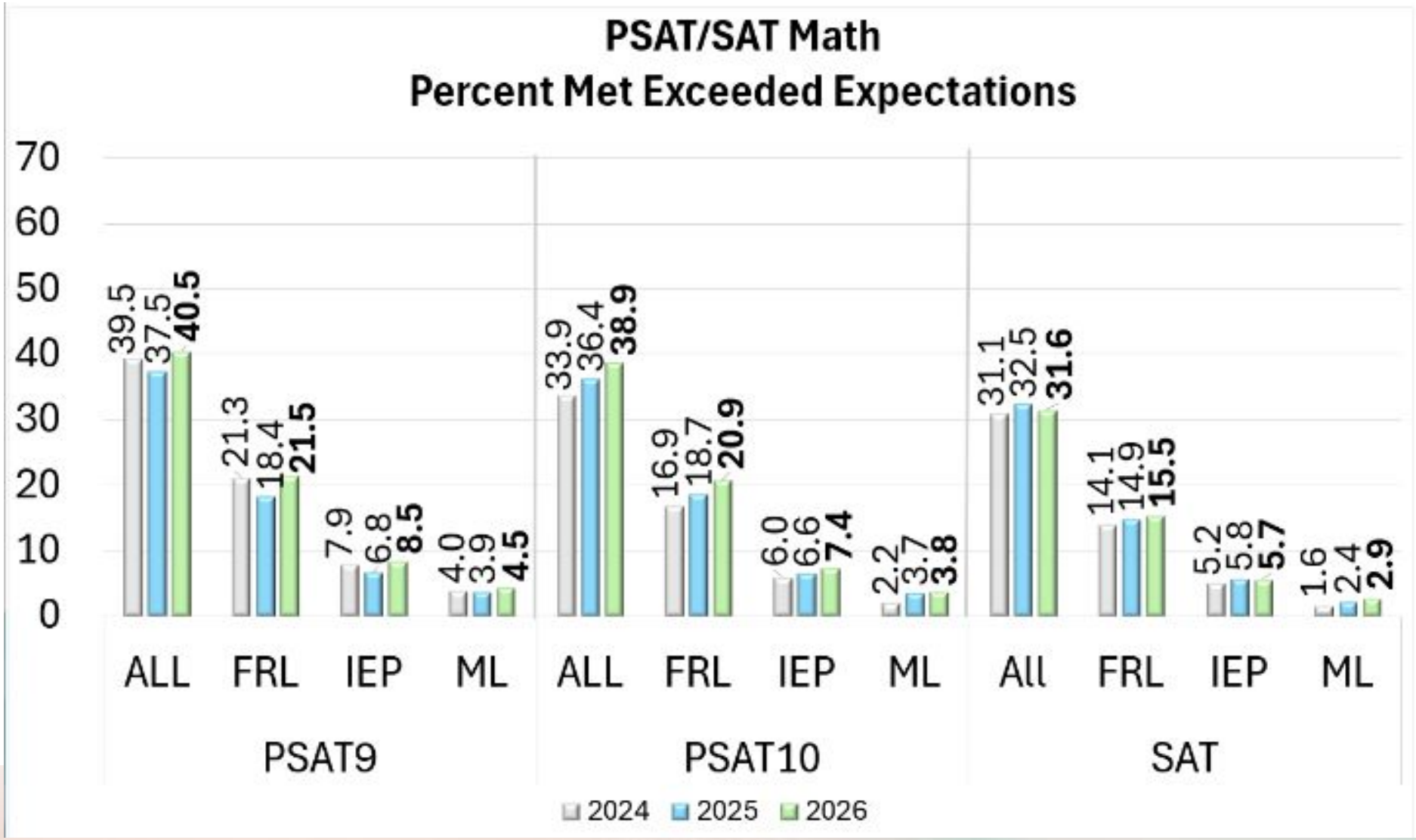




PSAT/SAT Reading & Writing Student Group Performance

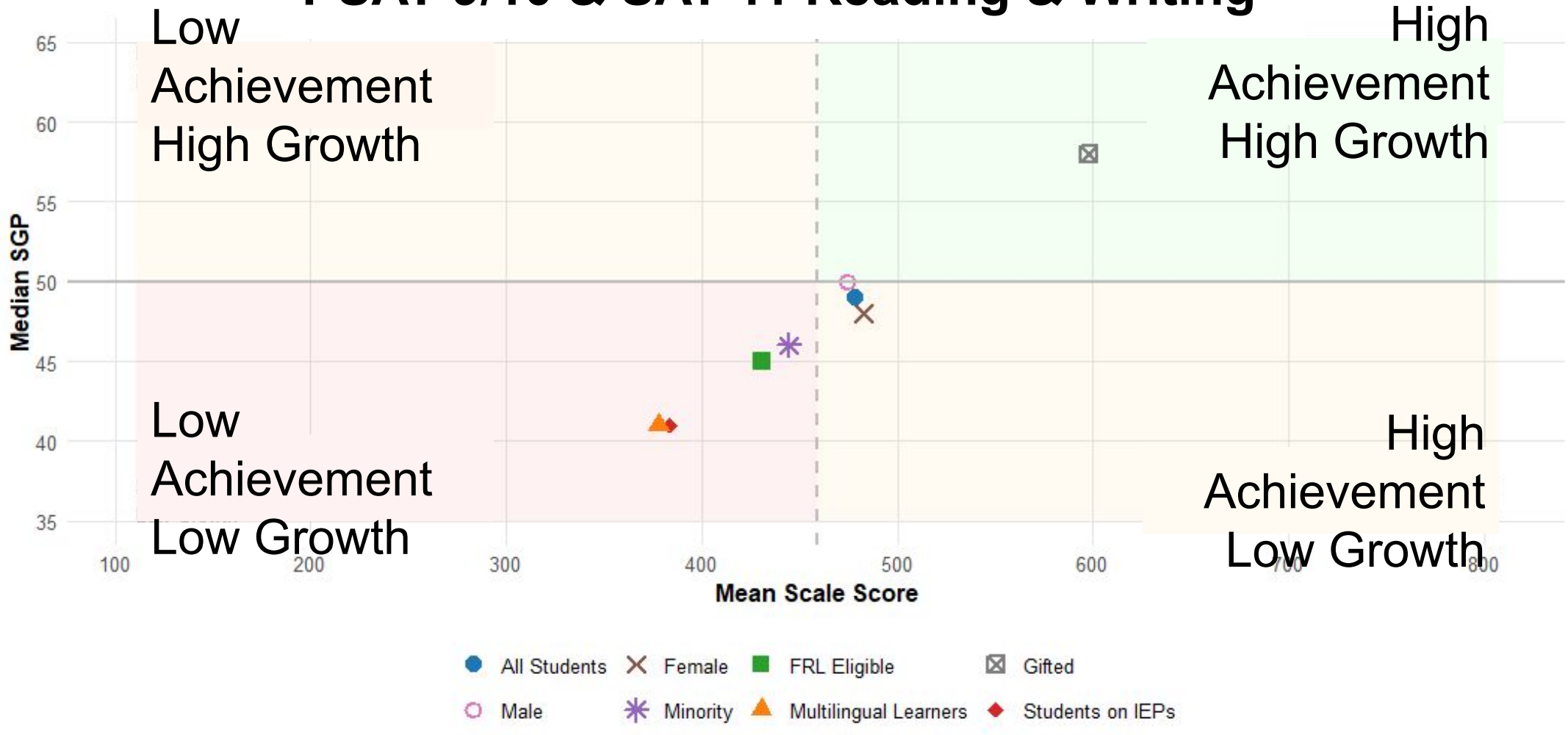


PSAT/SAT Math Student Group Performance



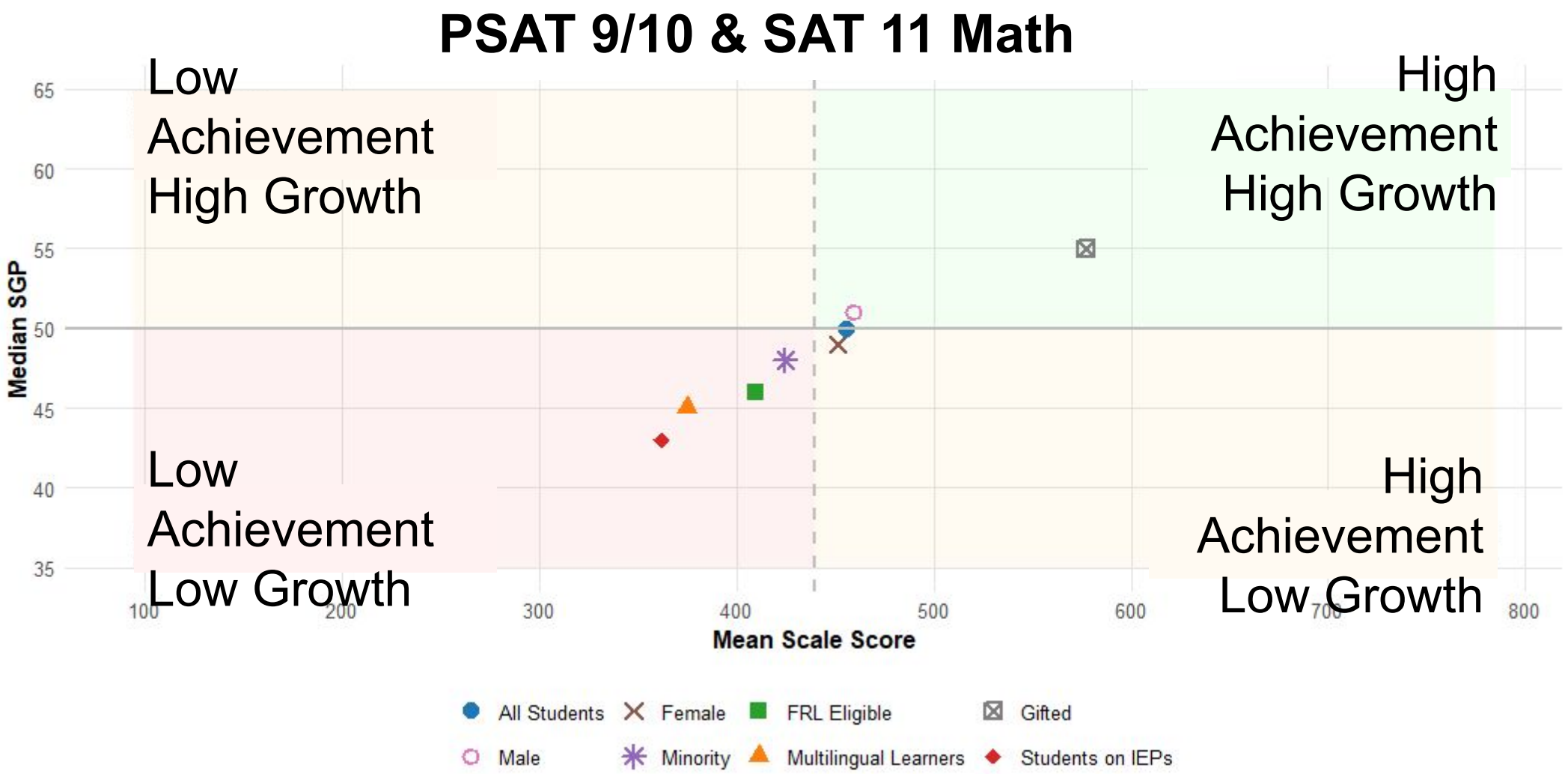
PSAT/SAT Ach & Growth R&W **Aside from gifted students, no student groups are in the high achievement and high growth quadrant for HS R&W.**

PSAT 9/10 & SAT 11 Reading & Writing



35

PSAT/SAT Ach & Growth Math HS boys show high achievement and high growth, while special student populations show low achievement/growth.



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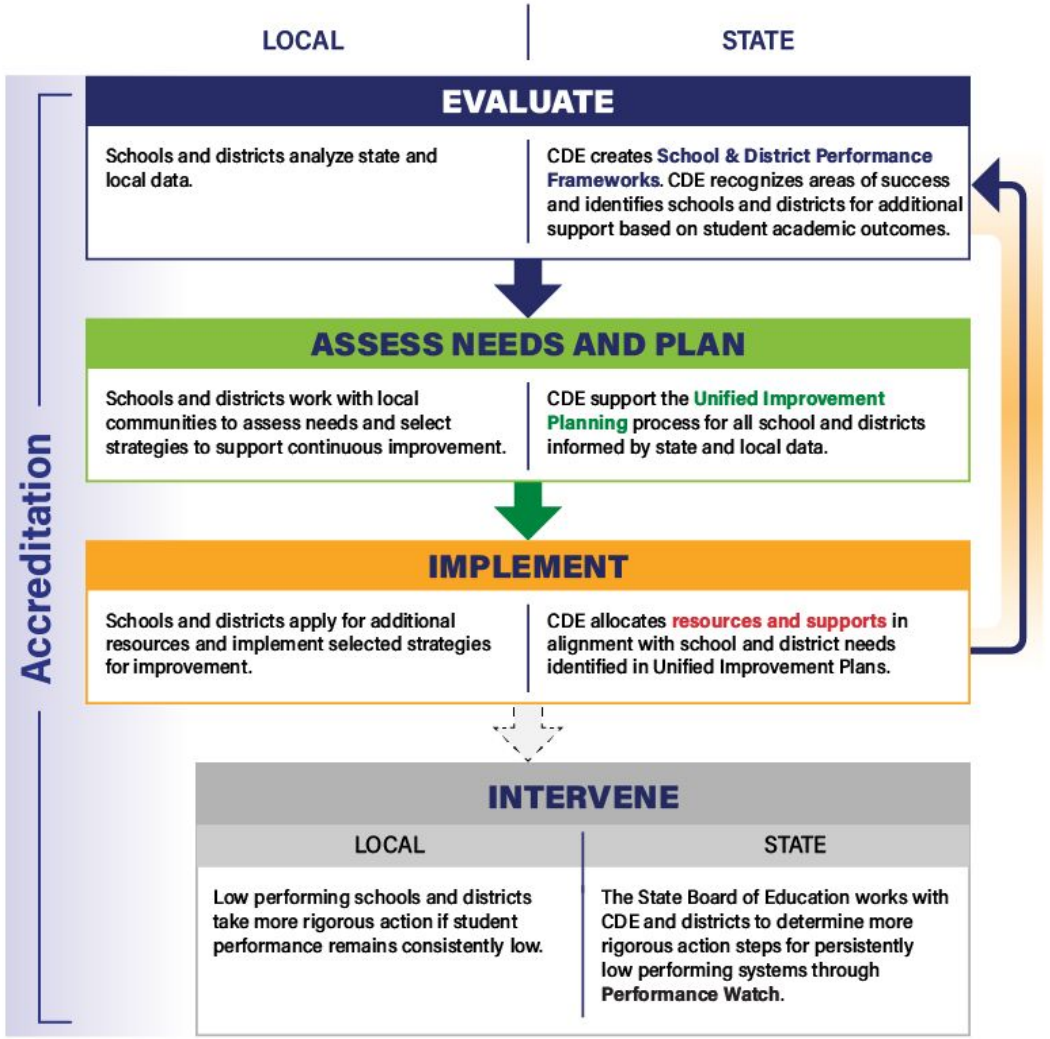


Purpose of Performance Frameworks

State Accountability | Theory of Action

- **Evaluate** performance.
- Use data to **drive improvement**.
- Provide **support** and, if necessary, **intervention** to schools and districts.
- **Engage stakeholders** throughout.

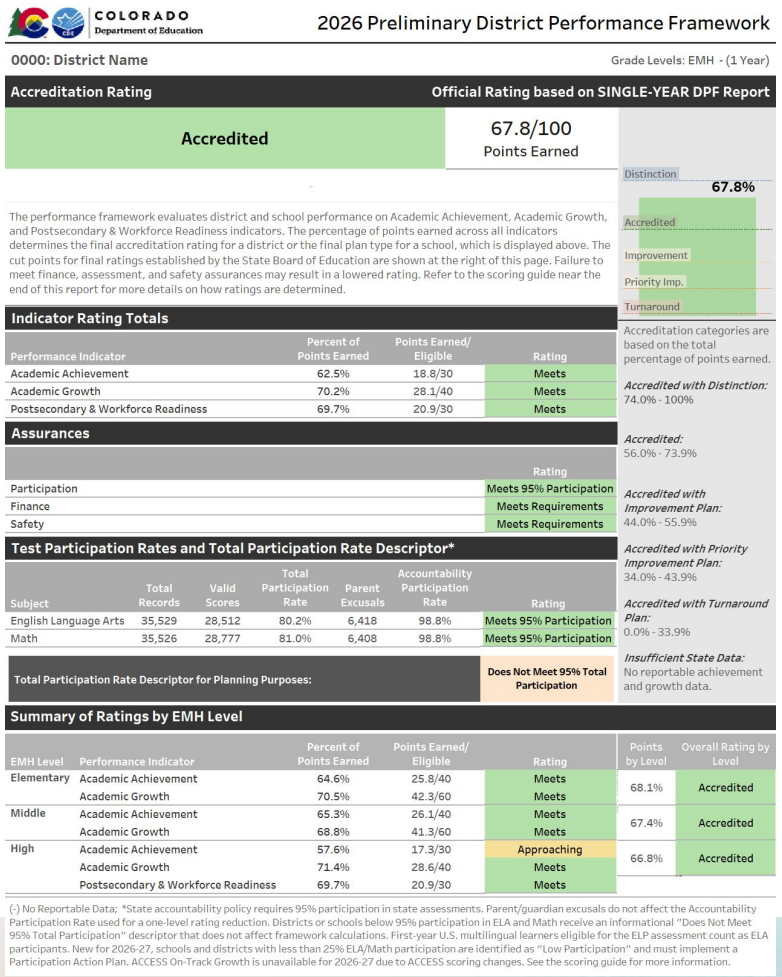
These elements contribute to **district accreditation**.



Performance Frameworks | Purpose

- Provides a **statewide evaluation of student performance** that highlights areas of success and areas for improvement through:
  - Academic Achievement
  - Growth
  - Postsecondary and Workforce Readiness
- **Recognize** and **learn from** the practices of the **highest-performing** districts and schools based on indicators.
- **Direct state support and intervention** appropriately to the **lowest-performing** districts and schools based on indicators.

See reference slides for an overview of the Accountability Theory of Action, Performance Frameworks Indicators and Data, and Indicator Weights.



COLORADO Department of Education

2026 Preliminary District Performance Framework

0000: District Name

Grade Levels: EMH - (1 Year)

Accreditation Rating	Official Rating based on SINGLE-YEAR DPF Report
Accredited	67.8/100 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 finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Distinction 67.8% Accredited Improvement Priority Imp. Turnaround

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	62.5%	18.8/30	Meets
Academic Growth	70.2%	28.1/40	Meets
Postsecondary & Workforce Readiness	69.7%	20.9/30	Meets

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.

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	35,529	28,512	80.2%	6,418	98.8%	Meets 95% Participation
Math	35,526	28,777	81.0%	6,408	98.8%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Does Not Meet 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	64.6%	25.8/40	Meets	68.1%	Accredited
	Academic Growth	70.5%	42.3/60	Meets		
Middle	Academic Achievement	65.3%	26.1/40	Meets	67.4%	Accredited
	Academic Growth	68.8%	41.3/60	Meets		
High	Academic Achievement	57.6%	17.3/30	Approaching	66.8%	Accredited
	Academic Growth	71.4%	28.6/40	Meets		
	Postsecondary & Workforce Readiness	69.7%	20.9/30	Meets		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

2026 Preliminary District Ratings



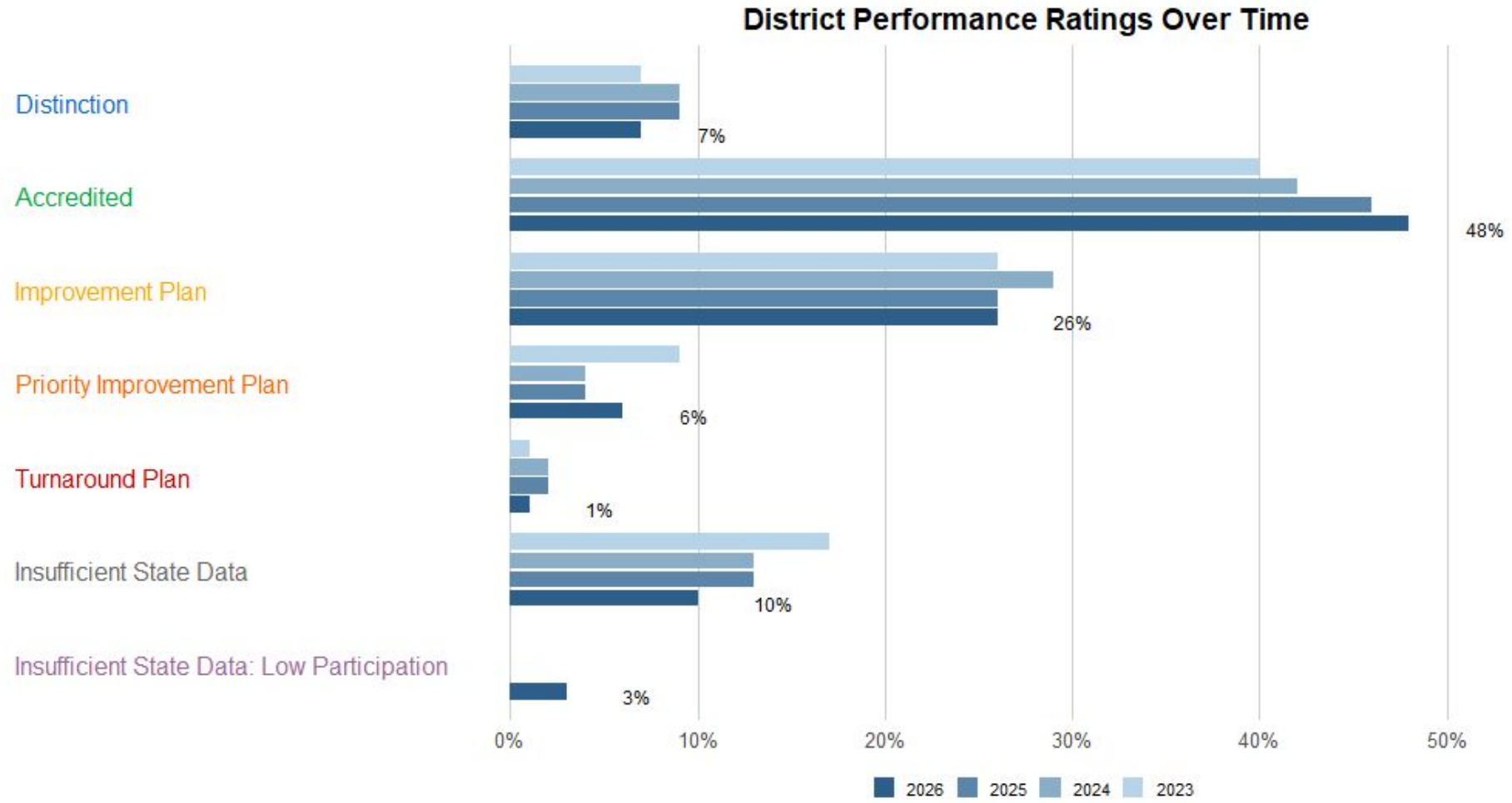
Most Districts Earned an Accredited Rating or Higher

Distribution of Preliminary District Ratings		
	Number of Districts	**Percent of Districts**
Distinction	12	6.5%
Accredited	89	48.4%
Improvement Plan	48	26.1%
Priority Improvement Plan	11	6%
Turnaround Plan	1	0.5%
Insufficient State Data	18	9.8%
Insufficient State Data: Low Participation	5	2.7%
Total	**184**	

Stable District Results with More at the Accredited Level

Similar results in 2026 as in 2025.

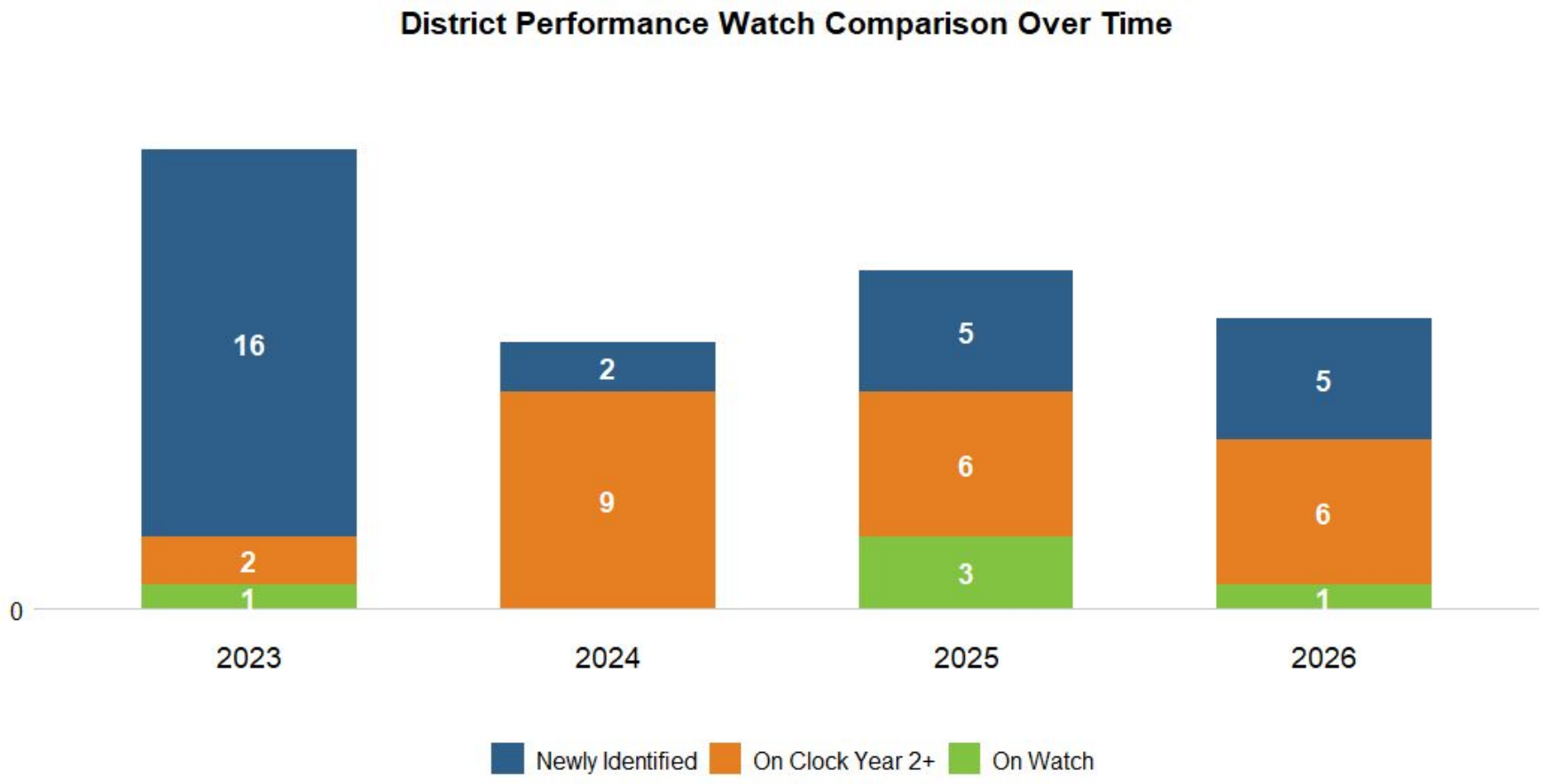
- **More Accredited** ratings
- **Fewer Turnaround** ratings



NOTE: Includes preliminary ratings for 2023-2026.

Slight Decrease in Districts on Performance Watch

- **12 districts are on performance watch,** compared to 14 in 2025
- The number of districts **On Watch decreased**





2026 Preliminary School Ratings



Most Schools Earned a Performance Plan Type

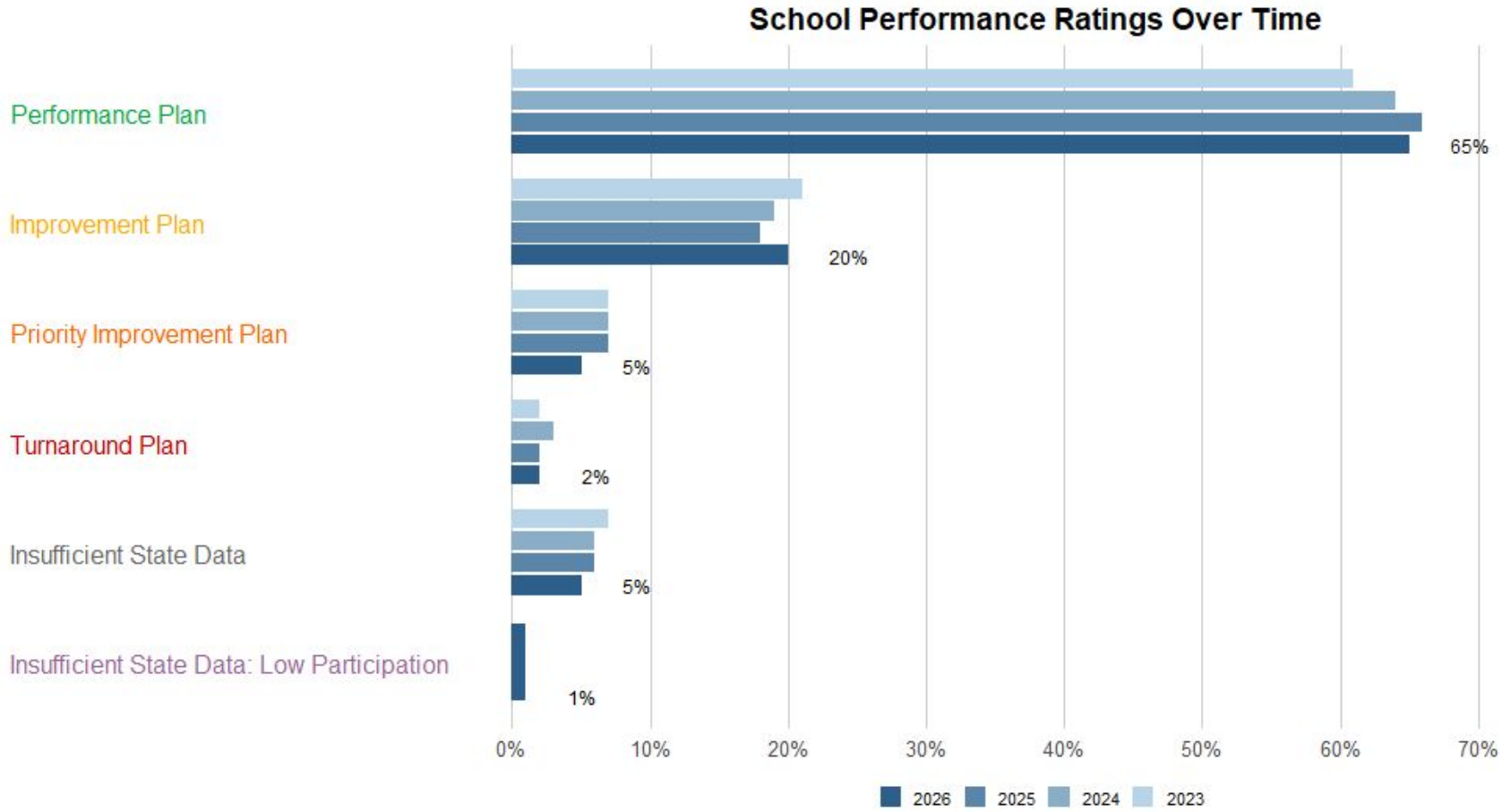
Distribution of Preliminary School Ratings		
	Number of Schools	**Percent of Schools**
Performance Plan	1,129	65.3%
Improvement Plan	352	20.4%
Priority Improvement Plan	87	5%
Turnaround Plan	29	1.7%
Insufficient State Data	90	5.2%
Insufficient State Data: Low Participation	13	0.8%
New School	11	0.6%
School Closed	17	1%
Total	**1,728**	

NOTE: 96 AECs are not included in these counts, as AEC frameworks have not yet been released.

More School Plan Types have Improved Since Last Year

Progress in plan types

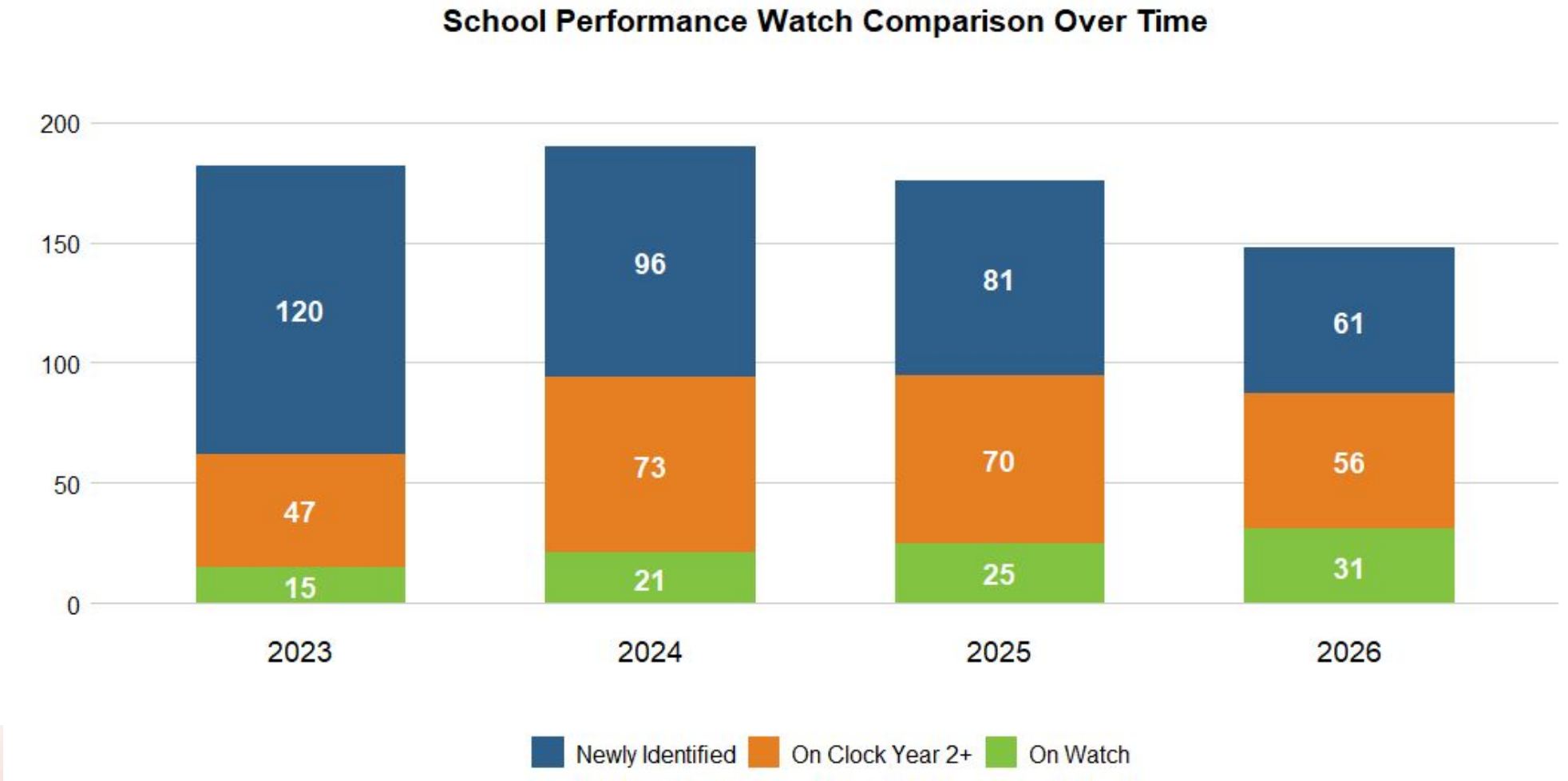
- **Slightly more Improvement** plans compared to 2025
- **Fewer Priority Improvement and Turnaround** plans compared to 2025



NOTE: Includes preliminary ratings for 2023-2026, and excludes AECs.

Fewer Schools on Performance Watch in 2026

- **148 schools are on Performance watch in 2026 compared to 176 in 2025**
- More schools are **On Watch** in 2026 compared to 2025
- **Fewer** schools on the clock Year 2+
- **Fewer** schools newly identified in 2026





Spotlight Schools



There are schools achieving strong results for a students!

26-170 Task Force Spotlight Data Workbook has been provided to all members that includes enrollment, demographic, and performance framework data.

All Schools Data	Enrollment, demographic, and performance framework data for all schools from 2024 to 2026 (school closures removed).
1 – Very High FRL & Pts Gained	**Criteria 1** - School has greater than or equal to 80.0% FRL **Criteria 2** - Top 36 schools in the state in SPF percentage points gained from 2024 to 2026
2 – Very High FRL & Achievement	**Criteria 1** - School has greater than or equal to 80.0% FRL **Criteria 2** - School has received "Approaching" or "Meets" ratings on each of the 2024, 2025, and 2026 SPF Achievement indicators
3 – Very High FRL & Growth	**Criteria 1** - School has greater than or equal to 80.0% FRL **Criteria 2** - School has received "Meets" or "Exceeds" ratings on each of the 2024, 2025, and 2026 SPF Growth indicators

Top 36 very high FRL schools in SPF percentage points gained from 2024 to 2026

North Star Elementary School (Adams 12 Five Star Schools)

Thornton Elementary School (Adams 12 Five Star Schools)

Alsup Elementary School (Adams County 14)

Central Elementary School (Adams County 14)

Dupont Elementary School (Adams County 14)

Aurora Science & Tech Middle School (Adams-Arapahoe 28J)^

Aurora West College Prep. Academy (Adams-Arapahoe 28J)

Crawford Elementary School (Adams-Arapahoe 28J)

Dartmouth Elementary School (Adams-Arapahoe 28J)

Elkhart Elementary School (Adams-Arapahoe 28J)

Montview Math & Health Sciences Elementary School (Adams-Arapahoe 28J)

Aguilar Elementary School (Aguilar Reorganized 6)*

Alicia Sanchez International School (Boulder Valley Re 2)

Cresson Elementary School (Cripple Creek-Victor RE-1)*

Abraham Lincoln High School (Denver County 1)

Academy 360 (Denver County 1)^

Barney Ford Elementary School (Denver County 1)

Barnum Elementary School (Denver County 1)

DSST: College View High School (Denver County 1)^

DSST: Elevate Northeast Middle School (Denver County 1)^

Ellis Elementary School (Denver County 1)

John H. Amesse Elementary (Denver County 1)

KIPP Sunshine Peak Academy (Denver County 1)^

Newlon Elementary School (Denver County 1)

Oakland Elementary (Denver County 1)

Rocky Mountain Prep SMART (Denver County 1)^

Pioneer Elementary School (Fort Morgan Re-3)*

Atlas Middle School (Harrison 2)^

Fox Meadow Middle School (Harrison 2)

Giberson Elementary School (Harrison 2)

Otero Elementary School (Harrison 2)

Sand Creek International School (Harrison 2)

Stratton Meadows Elementary School (Harrison 2)

Highland Park Elementary School (Pueblo City 60)

Mountain View Elementary School (St Vrain Valley RE1J)

Colorado Summit Leadership Academy (Westminster Public Schools)

*** denotes rural or small rural**
^ denotes charter schools

113 total schools are in one or more of the categories

2 schools are in all three categories

Alicia Sanchez International School (Boulder Valley Re 2)

Atlas Middle School (Harrison 2)^

31 schools are in two of the three categories

Clara Brown Entrepreneurial Academy (Adams-Arapahoe 28J)

Coal Creek K-8 (Adams-Arapahoe 28J)

Columbia Middle School (Adams-Arapahoe 28J)

Dartmouth Elementary School (Adams-Arapahoe 28J)

Vassar Elementary School (Adams-Arapahoe 28J)

Aguilar Elementary School (Aguilar Reorganized 6)*

Victory Prep. Academy Middle State Charter School (Charter School Institute)^

Queen Palmer Elementary School (Colorado Springs 11)

Cresson Elementary School (Cripple Creek-Victor RE-1)*

Beach Court Elementary School (Denver County 1)

Doull Elementary School (Denver County 1)

DSST: College View High School (Denver County 1)^

Goldrick Elementary School (Denver County 1)

Gust Elementary School (Denver County 1)

Holm Elementary School (Denver County 1)

Kepner Beacon Middle School (Denver County 1)

KIPP Northeast Denver Middle School (Denver County 1)^

Marie L. Greenwood Academy (Denver County 1)

Rocky Mountain Prep Creekside (Denver County 1)^

Rocky Mountain Prep RISE (Denver County 1)^

Rocky Mountain Prep SMART (Denver County 1)^

Monterey Elementary School (Harrison 2)

Otero Elementary School (Harrison 2)

Sand Creek International School (Harrison 2)

Welby Community School of the Arts (Mapleton 1)

Heritage Elementary School (Pueblo City 60)

Minnequa Elementary School (Pueblo City 60)

Columbine Elementary School (St Vrain Valley RE1J)

Mountain View Elementary School (St Vrain Valley RE1J)

Trinidad Middle School (Trinidad 1)*

Metropolitan Arts Academy (Westminster Public Schools)

*** denotes rural or small rural**
^ denotes charter schools

What else would the task force like to learn?

- CDE has interactive data reports that can tell us more about these schools, including attendance, teacher retention, and enrollment
- What else would we like to learn?

Break

World Café: Colorado Emerging Practices

Learn from Colorado schools, systems, and educators demonstrating promising results in different contexts and identify the practices and conditions that may contribute to their success.

World Café Breakout

30-Minute Lunch

National Perspective: What Can Colorado Learn from Elsewhere?

Bring external research, evidence, and promising practices into the discussion to identify lessons that can inform practical, actionable recommendations for Colorado schools in 2027

For Discussion

- What seems potentially relevant for Colorado?
- What requires more investigation before we draw conclusions?

Building Shared Understanding

Condition	Emerging Elements from Meeting #1
Student Experience	Belonging, safety, high expectations, agency, meaningful learning, and exposure to real-world experiences
Educators & Adults	High-quality educators, stable staffing, strong student-adult relationships, professional learning, time, and support
Instruction & Learning	Rigorous instruction, quality learning experiences, personalized supports, productive struggle, and effective use of data
Family & Community	Family partnership, clear communication, community connections, shared goals, and supports beyond the classroom
Supports & Resources	Academic and social supports, basic needs, equitable access to resources, specialized services, and access to opportunities
School & System Conditions	Leadership, intentional school design, staffing, flexibility, funding, time, accountability, resource allocation, and implementation capacity

A Vision for Quality Schools (*link*)



Building Shared Understanding

Conditions for Success Framework

- **Table synthesis.** What practices or conditions showed up across more than one case?
- **Context check.** Which conditions may look different in rural, urban, or other community contexts?
- **Evidence check.** What evidence supports our interpretation, and what would we need to know before concluding that a practice caused the outcome?

Break

Conditions for Success Workshop

Integrate the day's quantitative data, qualitative evidence, Colorado case studies, and national perspectives into an emerging set of conditions that appear to support success.

Conditions for Success Workshop

Triangulation activity.

Review evidence gathered across the day and identify 3–5 conditions you believe deserve continued attention based on framework from meeting #1 and CDE's Framework

Test each condition.

1. What evidence points to this condition?
2. In what contexts did we see it?
3. What cautions or limitations should accompany it?

Conditions for Success Workshop

Mentimeter Voting

Conditions for Success Workshop

Whole-group synthesis

- Where are areas of strong convergence, contextual variation, and uncertainty?

From Success to Replication: What Do We Need to Understand Next

Individual reflection.

What is one condition for success we need to understand better and what is one barrier that may prevent more Colorado schools from creating that condition?

Table discussion.

Identify the most important unanswered questions and distinguish between questions requiring data, practitioner/student/family voices, research/expertise, or additional examples.

Prioritize.

Reflection and Close

- What conditions appear repeatedly across the evidence?
- What do we still not know, and where should the Task Force avoid overclaiming?

Preview Meeting #3

The next meeting will examine why successful conditions are difficult to replicate or scale, including technical and adaptive barriers.

- Validate conditions for success
- Identify systemic barriers
- Distinguish technical and adaptive challenges
- Generate preliminary solutions
- Prioritize opportunities

Thank You!

Next Meeting:
November 10th, 9:30 – 3:00