

Tab 1

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Section 1: Monitoring Report Information

Book: Board Governance Policies	Title: Ends-1 - Academic Success
Section: Ends Policies	Adopted: 06/15/2023
Last Revision: N/A	Last Reviewed (If Applicable): 10/17/2024

Meeting Date: 10/23/2025	Agenda Item #: G.4.
Period Monitored: 10/11/2024 - 10/01/2025	Submitted By/Date: Laura Cotsapas, Chief Transformation Officer 10/17/2025
Primary Attachment(s): Slide Deck (10/09/2025)	

Section 2: Policy Details

<u>Policy:</u> The applicable Ends Policy States: <i>Ends One: Academic Success</i> <i>Every student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations.</i>
Attachment(s): Slide Deck (10/09/2025)

Definition of Terms:

- “Every student” means any student enrolled or receiving services in the Summit School District.
- “Annual academic growth and achievement that meets or exceeds grade-level expectations” means that students are meeting or exceeding grade-level expectations as determined by the state and measured through annual state assessments.
- “State assessments” means the following state assessments that are given annually and are used to measure annual academic growth and achievement: For Grades 3-8, CMAS (Colorado Measures of Academic Success) is used; For Grades 9-10, Colorado PSAT (Preliminary SAT) is used; For Grade 11 SAT is used.
- “Annual academic achievement” means the extent to which students have met the learning objectives described in the relevant academic content standards for a given content area and grade level. The percent score for achievement reflects the percentage of students tested that scored “meets” or “exceeds” expectations.

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- e. “Annual academic growth” refers to the Colorado Growth Model, also known as a student growth percentile model. This model uses quantile regression to model a student's performance gains across time and assign a growth percentile based upon the student's standing in comparison to their academic peers. Colorado determines a student growth percentile or SGP of 35% - 65% to be appropriate annually. Summit School District wants to see SGPs at or above 50% to indicate students are on track to show a year or more worth of academic growth.
- f. “Student Population Groups” refers to the categories of student populations that Summit School District and the state use to report disaggregated data.
 - i. “Multilingual Learners” or “MLL” refers to any student identified as an English language learner.
 - ii. “Free and Reduced Lunch Eligible” or “FRL” refers to students that are eligible for free or reduced lunch.
 - iii. “Students with IEPs” or “SPED” refers to any student that has an Individualized Education Plan (IEP) and receives special education services.
 - iv. “Gifted and Talented Students” or “GT” refers to students who have been identified as gifted and talented.
- g. “Historically Marginalized Population Groups” refers to student population groups that have traditionally experienced systemic barriers to educational opportunities and outcomes due to factors such as race, ethnicity, socioeconomic status, language background, or disability status. In our district, these groups typically include Hispanic students, Multilingual Learners (MLL), students eligible for Free and Reduced Lunch (FRL), and Students with IEPs (Special Education or SPED).

Interpretation:

- a. Summit School District will provide high-quality classroom instruction by ensuring systems and structures are in place for all students to access rigorous and engaging academic content resulting in increased academic achievement across all student population groups.

For the 2024 - 25 school year, the strategic plan achievement targets for math and literacy are outlined in Table A below.

Table A: All District State Assessment Achievement Targets for the 2024 - 2025 School Year

Grade Level	Subject	Test	2023-24 Results	2024-25 Target
Elementary 3-5	Literacy	CMAS	41.2%	45.0%
Secondary 6-8		CMAS	38.3%	45.0%
Secondary 9-10		PSAT	61.9%	65.0%
Secondary 11-12		SAT	56.0%	60.0%
Elementary 3-5	Math	CMAS	35.9%	40.0%

Secondary 6-8		CMAS	22.5%	30.0%
Secondary 9-10		PSAT	28.7%	35.0%
Secondary 11-12		SAT	24.3%	30.0%

- b. As a foundation of our commitment to equity, Summit School District will strive to ensure that every student, regardless of background or circumstance, has equal opportunities to achieve and excel academically. Our goal is to accelerate and increase academic achievement overall and to eliminate disparities in academic achievement. We believe that annual academic achievement should not be determined by socioeconomic factors, ethnicity, or any other demographic variables. Instead, we are dedicated to implementing strategies and providing resources that support and address individual needs, fostering an equitable educational experience that empowers all students to reach and exceed grade-level expectations.

For the 2024-25 school year, this was to be demonstrated by a decrease in disparities in academic achievement in literacy and math between student populations (White, Hispanic Students, Multilingual Learners (MLL), Free and Reduced Lunch Eligible (FRL), Students with IEPs (SPED), and Gifted and Talented Students (GT)) on CMAS, PSAT and SAT. Progress in this area is measured in two ways:

1. Tracking increases in academic achievement for student population groups. The strategic plan targets for this are shown in [Table B in the appendix](#).
2. Tracking the student growth percentile for all student population groups with a goal to reach 50% or higher for all student population groups which would confidently indicate students are growing at an accelerated rate to close academic gaps.

Table B: Disaggregated State Assessment Achievement Targets for the 2024 - 2025 School Year ([CLICK HERE](#))

C. Success will be demonstrated through:

1. Achievement and Growth Targets: The District will meet or show progress toward:
 - Students meeting or exceeding established proficiency targets on state assessments
 - Students demonstrating expected or accelerated annual academic growth
2. Educational Equity: The District will demonstrate commitment to reducing disparities by:
 - Accelerating growth for historically marginalized student groups
 - Reducing achievement gaps between student groups
 - Implementing culturally responsive practices
3. Systems and Structures: The District will implement and refine systems to support equitable student achievement including:
 - Implementation of systems and structures that support coherence and continuous improvement
 - Evidence of sustained progress toward district goals in data outcomes and as demonstrated by the percentage of Key Performance Indicators (KPIs) on track at 75% or higher

- Regular monitoring and adjustment based on student outcome data

This interpretation acknowledges that while meeting specific achievement targets is the ultimate goal, compliance also requires evidence of systemic improvement and a commitment to educational equity.

Section 3: Provisions/Data Reported/Compliance

I. State Assessment Data for the 2024-2025 School Year

A. State Assessment Achievement Results

Goal 1: Increase student achievement overall and for all student population groups in both Math and Literacy. See targets in [Table A](#) above.

Table I.A: Overall District State Assessment ACHIEVEMENT Results for the 2024 - 2025 School Year

Green	= increase from prior year
Yellow	= within 2% of prior year
Red	= decline of more than 2%

Grade Level	Subject	Test	2023 SSD Results	2024 SSD Results	2025 SSD Results	2023 State Comparison	2024 State Comparison	2025 State Comparison
Elementary 3-5	Literacy	CMAS	41.3%	41.4%	45.1%	43.8%	43.8%	44.0%
Secondary 6-8		CMAS	40.5%	38.3%	39.9%	43.6%	44.4%	45.6%
Secondary 9-10		PSAT	64.1%	61.9%	60.1%	64.1%	65.5%	64.5%
Secondary 11-12		SAT	58.4%	56.0%	58.3%	58.9%	57.6%	61.5%
Elementary 3-5	Math	CMAS	33.0%	35.9%	40.5%	36.5%	37.7%	38.9%
Secondary 6-8		CMAS	23.4%	22.5%	32.2%	29.1%	30.5%	32.6%
Secondary 9-10		PSAT	39.5%	28.7%	24.0%	42.2%	36.7%	37.0%
Secondary 11-12		SAT	31.1%	24.3%	26.6%	35.2%	31.1%	32.5%

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Table I.B: Disaggregated State Assessment ACHIEVEMENT Results for the 2024 - 2025

School Year [\(CLICK HERE\)](#)

For more detailed 2024-2025 State Assessment Results, see the assessment results report to the Board of Education September 4, 2025: [2024-25 State Performance Data 9.4.25](#)

The district goal was to increase achievement on all state assessments for all student population groups, with a specific focus on **historically marginalized students (Hispanic, Multilingual Learners, Special Education, and Free/Reduced Lunch)**. While 50% of the district’s overall targets were met (as detailed in [Table B](#)), the data confirms that the strategic focus on Tier 1 instruction and scaffolding has yielded positive outcomes for our priority student groups in the elementary grades.

Elementary Grades (CMAS)

- **Elementary Literacy (ELA) and Math** saw positive movement overall.
- Achievement increased for **all historically marginalized student population groups** in **Elementary Math**.
- In **Elementary ELA**, three out of the four historically marginalized student populations (Hispanic, Multilingual Learners, and Special Education) saw an **increase in achievement**.

Secondary Grades (CMAS, PSAT, SAT)

Secondary results remain **mixed and challenging** across grades and assessments with large gains in middle school math as the biggest celebration.

- **Middle School (CMAS ELA and Math):**
 - Middle School ELA, saw only minimal increases overall with gains for white and special education student population groups.
 - In Middle School Math, saw an overall 10% increase in achievement, with all student population groups increasing.
- **High School (PSAT and SAT)**
 - Achievement declined for nearly all student population groups in both literacy and math on the PSAT (grades 9-10).
 - Overall SAT achievement remained stable with slight increases from 2024 on the SAT in both ELA and Math.
 - SAT ELA saw increases for multilingual learners and students receiving special education services. Students in special education saw a notable 12.4% increase.

The state assessment data results explained above are included in the Table I.C below. The table outlines the percentage of student population groups that increased in student achievement for each subject and grade level category measured.

Table I.C: ACHIEVEMENT Increase Summary for the 2024-2025 School Year

Grade Level	Subject	Test	All Student Population Groups			Historically Marginalized Student Population Groups		
			Increase	Stable	Decrease	Increase	Stable	Decrease

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Elementary 3-5	Literacy	CMAS	75.0%	12.5%	12.5%	50%	25%	25%
Secondary 6-8		CMAS	25.0%	25.0%	50%	0%	25%	75%
Secondary 9-10		PSAT	50.0%	0%	50.0%	0%	0%	100%
Secondary 11-12		SAT	62.5%	37.5%	0%	50%	0%	50%
Elementary 3-5	Math	CMAS	87.5%	0%	12.5%	100%	0%	0%
Secondary 6-8		CMAS	87.5%	12.5%	0%	75%	25%	0%
Secondary 9-10		PSAT	0%	25.0%	75.0%	0%	25%	75%
Secondary 11-12		SAT	37.5%	0%	62.5%	50%	0%	50%

B. State Assessment Growth Results

Goal 2: Accelerate student growth and reduce achievement gaps as indicated by growth scores for each student population of 50% or higher annually.

In Colorado, Student Growth Percentiles (SGPs) are used to measure how much progress a student has made relative to their academic peers. The scale ranges from 1 to 99, with **50% being the median SGP**. A score above 50 means a student is growing faster than at least half of their academic peers, which is the district's minimum annual target for all populations.

It's worth noting that growth scores do not necessarily indicate the student's overall achievement level. A student could have high achievement but show moderate growth, or vice versa.

For the 2024-25 school year, the overall All-District SGP met or exceeded the 50% target in **three out of six areas measured**: Elementary Literacy (54), Elementary Math (59), and, most notably, Middle School Math (60). This marks a significant victory in Middle School Math, which jumped 14 points from 46 in 2023-24.

Areas that did not meet the 50% target include Middle School Literacy (48.5), High School PSAT Literacy (41), High School PSAT Math (45.5), High School SAT Literacy (47), and High School SAT Math (46). While scores between 43% and 49% fall just below the median and suggest that students are generally keeping pace with their peers, these results indicate room for improvement in the rate of academic progress to achieve the ambitious gains targeted by the district.

Disaggregated Student Growth Data Analysis

When examining the disaggregated growth data, the results provide powerful confirmation that our strategic focus is correct, but reveal the urgent need for consistent, high-fidelity implementation in classrooms.

- Middle School Math is a Major Success:** The success of our core strategies is most evident in **Middle School Math**, where **all historically marginalized student populations met or exceeded the 50th percentile SGP**. **Multilingual Learners (MLL)** grew to **55.5** (up 11.5 points) and **Hispanic students** achieved **56** (also up 11.5 points), showing these student groups are now growing faster than their academic peers in this subject. **Students with Disabilities (SPED)** also increased significantly reaching **64.5** SGP (up 12 points), validating the efforts to

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embed quality math instruction across the middle grades and the focus on universal design impacting all student outcomes.

- Elementary Gains are Consistent:** Elementary grades also showed positive and sustained growth. **Elementary Math** remains strong for priority groups, with **FRL students** growing by 10 points to **61** and **MLL students** increasing by 11 points to **62**. SPED students in Elementary English Language Arts (ELA) made a remarkable **13-point gain** to land at **56**.
- Literacy Gaps Persist and Demand Focus:** Despite these wins, the literacy gap remains the greatest challenge.
 - While elementary growth exceeds the 50th SGP mark overall, the growth for Hispanic and multilingual students remains insufficient for closing gaps at 47.
 - In **Middle School Literacy**, growth overall increased to 48.5 but only white and gifted and talented students exceed the 50th percentile.
 - These gaps indicate that the district is **not yet consistent** in implementing rigorous tier 1 instruction that is accessible to all.
- White Students** generally showed above-average growth, with a particularly strong jump of **10.5 points** in Middle School Literacy to reach an SGP of **55**.

The areas of low growth indicate that the **overall implementation of the core instructional practices in our instructional philosophy—specifically high expectations, rigor, and scaffolding for access within all Tier 1 instruction—are not yet consistent** in classrooms.

All student growth scores are included in table I.D below and disaggregated growth scores are included in table I.E below.

Green	= increase from prior year
Yellow	= within 2% of prior year
Red	= decline of more than 2%

Table I.D: Overall District State Assessment GROWTH Results for the 2024 - 2025 School Year

Grade Level	Subject	Test	All District State Assessment Growth		
			Spring 2023	Spring 2024	Spring 2025
Elementary 3-5	Literacy	CMAS	52.0	53.0	54.0
Secondary 6-8		CMAS	53.0	43.0	48.5
Secondary 9-10		PSAT	47.0	50.0	41.0
Secondary 11		SAT	51.0	52.0	47.0

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Elementary 3-5	Math	CMAS	51.5	55.5	59.0
Secondary 6-8		CMAS	52.0	46.0	60.0
Secondary 9-10		PSAT	45.0	47.0	42.0
Secondary 11		SAT	49.0	40.0	46.0

Table I.E: Disaggregated District State Assessment GROWTH Results for the 2025 - 2026 School Year [\(CLICK HERE\)](#)

II. Early Childhood Growth Data for the 2024-2025 School Year

The Teaching Strategies GOLD® Growth Report is a comprehensive assessment tool designed for early childhood education and is used to track the development and learning of children from birth through kindergarten. This observational assessment system aligns with state early learning standards and is used in all PreK 3 and PreK 4 classrooms in Summit School District to track student progress in relation to expectations for their age group. It focuses on key developmental areas including:

1. Social-Emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Mathematics

This tool allows educators to:

1. Document children's development over time
2. Identify individual strengths and areas for improvement
3. Plan appropriate learning experiences
4. Communicate progress with families
5. Ensure school readiness

Student progress is measured collectively by whether children are within the growth range appropriate for their grade level from fall 2024 to spring 2025. The growth results for all Summit School District Preschool classrooms are included in Table II.A and Table II.B below. This data cannot be disaggregated publicly due to the small number of students in each student population group but it is of note that 60% of Preschool 3 students and 33% of Preschool 4 students in the 2024-25 school year are students with Individualized Education Plans (IEPs).

Table II.A: Preschool Meet/Exceeding Age Expectations from TS GOLD® for the 2024 - 2025 School Year

2024-25 Preschool Meet/Exceeding Age Expectations		
Age	Fall 2024	Spring 2025
3 year olds	79%	90%
4 year olds	76%	93%

Table II.B: Preschool 3 Teaching Strategies GOLD® Growth Report for the 2024 - 2025 School Year

2024-25 Growth Summary Preschool 3		
% of Children Meeting or Above Growth Range		
Area of Development	2024	2025
Social-Emotional	77%	81%
Physical	83%	87%
Language	85%	89%
Cognitive	79%	77%
Literacy	92%	84%
Mathematics	85%	90%

Table II.C: Preschool 4 Teaching Strategies GOLD® Growth Report for the 2024 - 2025 School Year

2024-25 Growth Summary Preschool 4		
3% of Children Meeting or Above Growth Range		
Area of Development	2024	2025
Social-Emotional	93%	88%
Physical	90%	91%
Language	86%	82%
Cognitive	92%	84%
Literacy	92%	96%
Mathematics	92%	87%

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III. 2024-25 Summit School District Strategic and Operational Plan

The Summit School District strategic plan outlines priorities and goals through the 2025-2026 school year. Beginning in the 2023-24 school year, District staff took the strategic plan and translated it into a more concrete operational plan for each school year to outline how the strategic goals and priorities will be achieved. The operational plan consists of the following components:

Strategic Plan Focus Area & Goals

Strategic Priority

Strategic Initiatives

Key Performance Indicators (KPIs)

Actions and Timeline

The strategic and operational plan elements aligned to Ends 1 fall within the strategic plan focus area of Academic and Personal Success and the High Quality Instruction Strategic Priority. Goals for this focus area were outlined in the prior section. The following sections outline the work done in these areas during the 2024-25 school year.

A. 2024-25 Coherence Framework & Focusing Direction

In setting focus for the 2024-25 school year, the District maintained its emphasis on ensuring rigorous, standards-aligned, and engaging instruction for all students daily. This approach was seen as crucial for providing students with an educational experience that would prepare them for the evolving global landscape.

The Summit School District Coherence Framework was updated with school and central leaders ahead of the 2024-25 school year. The updated version consisted of the same 4 elements centered around leadership as the core for implementation and again drew from the work of Joanne Quinn and Michael Fullan in their book, *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. This updated version was developed in order to provide more clarity and further narrow focus.

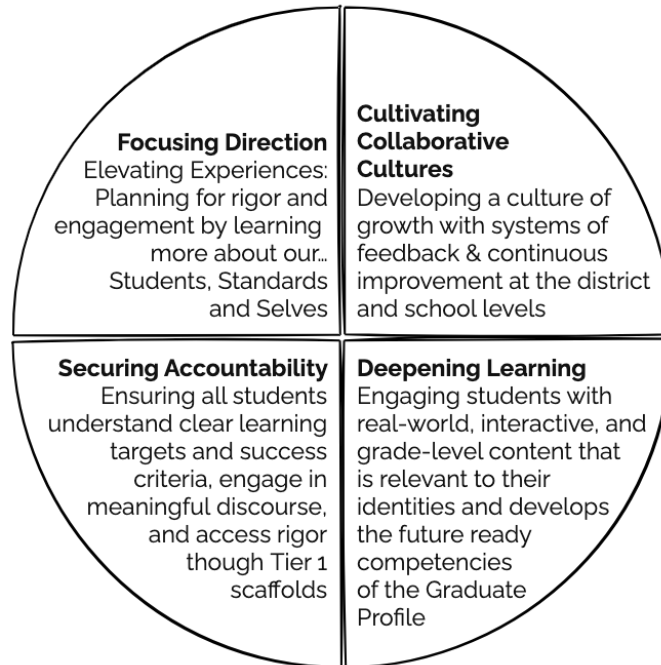
- a. **Focusing Direction:** Elevating Experiences: Planning for rigor and engagement by learning more about our Students, Standards and Selves.
- b. **Creating Collaborative Cultures:** Developing a culture of growth with systems of feedback & continuous improvement at the district and school levels.
- c. **Deepening Learning:** Engaging students with real-world, interactive, and grade-level content that is relevant to their identities and develops the future ready competencies of the Graduate Profile.
- d. **Securing Accountability:** Ensuring all students understand clear learning targets and success criteria, engage in meaningful discourse, and access rigor through Tier 1 scaffolds.

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2024-25 Summit School District Coherence Framework

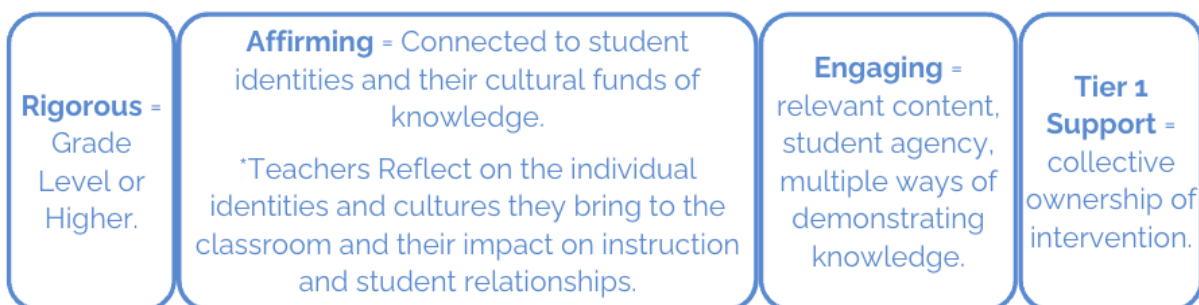
To further clarify the focus of the District to improve academic outcomes and instruction, leaders developed the professional development, professional learning communities, and coaching intended impact statement below defining the ideal state of planning and instruction in Summit School District. This statement provides overall guidance and insight for multiple years of focus in developing strong core instructional practices.

2024-25 Summit School District Professional Development, Professional Learning Community, and Coaching Intended Impact Statement:



Summit School District PD, PLC, and Coaching Intended Impact

Real-time data, collaboration, and a deep knowledge of the standards are utilized to plan lessons, units and assessments that are rigorous, affirming, engaging, and accessible through appropriate Tier 1 support (including scaffolding and extensions).



Real-time data, collaboration, and a deep knowledge of the standards are utilized to plan lessons, units and assessments that are rigorous, affirming, engaging, and accessible through appropriate Tier 1 support (including scaffolding and extensions).

- **Rigorous** is defined as grade level or higher.
- **Affirming** is defined as connected to student identities and their cultural funds of knowledge. *Note that this work involves teachers reflecting on their own individual identities and cultures that they bring to the classroom and their impact on instruction and student relationships.
- **Engaging** is defined as lessons containing relevant content, opportunities for student agency, and multiple ways of demonstrating knowledge.
- **Tier 1** support is defined as collective ownership of intervention within the classroom.

By fostering a collaborative environment in building the focusing direction with teacher input and maintaining a clear focus on rigor and engagement for a second year, Summit School District took deliberate actions to build upon its initial successes and address areas needing improvement in the 2024-25 school year.

B. 2024-25 Strategic Initiative Outcomes and Accomplishments

The strategic initiatives implemented during the 2024-25 school year were deliberately focused on deepening the commitment to consistent **Tier 1 instruction** and ensuring **support for our Hispanic and multilingual students remained a priority**. The accomplishments and resulting student growth data validate that the district's core focus areas are the right levers to improve outcomes across the board. The work completed successfully defined expectations and aligned systems, setting the stage for the current year's focus on **strong implementation fidelity**.

Strategic Initiative: Professional Development and Coaching Focused on Tier 1 Instruction (UIP Major Improvement Strategy #1)

The district successfully **completed Year 2** of its [multi-year professional learning strategy](#) for improving student outcomes, which was designed to systematically build teacher and leader capacity in instructional best practices.

- **Year 2 - Semester 1 Focus (Success Criteria and Student Engagement):** The district focused on ensuring teachers were developing **clear success criteria** tied to standards and strategies for **increasing student buy-in** and ownership of learning.
- **Year 2 - Semester 2 Focus (Feedback and Student Ownership):** The professional learning shifted to **implementing effective feedback systems** and fostering greater **student ownership** of their academic journey.

This multi-year strategy established a clear, systematic roadmap for professional learning, coaching, and feedback, successfully elevating teacher capacity to design rigorous and engaging learning experiences across all content areas.

Strategic Initiative: Co-teaching Implementation (UIP Major Improvement Strategy #2)

Summit strengthened its commitment to inclusive Tier 1 instruction by **launching and completing a Co-Teaching Professional Development (PD) mini-series**.

- **Accomplishment: Eighty-three selected teachers** from across grades K-12, including general education, special education, English language development, and Gifted & Talented educators, **completed the three-part PD mini-series**. The training, facilitated by an external expert, modeled and explored research-based strategies for co-teaching.
- **Implementation Outcome:** Participating teacher teams **engaged in weekly co-planning meetings** to share responsibilities in lesson design, instruction, and assessment. Administrators **actively observed and provided feedback** to co-teachers throughout the year to support this endeavor.
- **Strategic Outcome:** This work directly addressed the root causes of achievement gaps by **enhancing Tier 1 instruction quality** (combining the expertise of two educators), **increasing differentiation** for diverse learners, and **providing job-embedded professional development** that improved overall instructional capacity.

Strategic Initiative: Math Curriculum Alignment and Instructional Practice Skill Building

This initiative had the most significant, measurable outcome in student data for the 2024-25 school year.

- **Elementary Level Work:** The district **realigned and implemented previously established math instructional agreements** and shared expectations for instruction at the elementary level. Revised implementation criteria **were established**, and targeted support was aligned around those criteria.
 - **Teacher Leadership Accomplishments:** Elementary **Math Leads facilitated a learning session on grounding instruction in mathematical thinking and standards alignment at the start of the year. Additionally, elementary teachers developed student-friendly resources that made learning targets clear and accessible and provided structured opportunities for mathematical thinking and increased student discourse in elementary math lessons.**
- **Secondary Level Work:** The focus **shifted to aligning secondary math instruction** to critical standards, ensuring students were set up for success at the next level of learning. **Math instructional agreements and shared expectations** for instruction at the middle school level **were completed**. Math leads for each middle school grade were identified and helped lead the team in standards review, alignment, and implementation of a focus on conceptual understanding. The Summit Middle School math team presented their approach and results at the Colorado Association of School Executives (CASE) conference in July 2025 and was invited by a school district that attended their presentation to lead PD for their teachers on the shift away from a focus just on fluency.
- **Instructional Deepening:** The district **developed mathematical thinking** by exploring book studies on *Building Thinking Classrooms*, which was offered as a professional study opportunity for all secondary math teachers.
 - Building Thinking Classrooms took off through multiple Professional Study Teams (PSTs) that were offered and through Professional Development sessions led by teachers to share the impact of the Building Thinking Classrooms work with others. 47 teachers participated in the Building Thinking Classrooms PST and we've seen math being done on walls, windows, and whiteboards across the district and across grade levels.
- **Data Outcome:** This focused work is directly credited with the **historic 10-point jump in the All-District Middle School Math SGP (to 53)**, ensuring **100% of all historically marginalized student groups met or exceeded the 50th percentile growth target** in this subject area.

Strategic Initiative: Literacy Curriculum Alignment and Instructional Practice Skill Building

The district focused on building deep expertise in the science of reading to strengthen literacy instruction across all levels.

- **Expertise Development (READ Act):** The district **deepened teacher and leader expertise** in the science of reading by completing the required READ Act literacy training mandated by CDE. All **8 required school leaders and a significant number of teachers in grades K-12 completed the training.**

- **Early Literacy Leads** were created in all elementary schools to replicate the success from having teacher leadership that was seen in elementary math. These roles will be critical leaders in developing expectations and agreements for literacy curriculum implementation and alignment.

Strategic Initiative: Comprehensive Implementation of Multi-Tiered System of Supports (MTSS) with Enhanced Tier 1 Focus

Building on the foundation laid in 2023-24, Summit School District successfully **deepened its commitment to strengthening Tier 1 instruction** by establishing structures and staffing that match the priority.

- **Tier 1 Instructional Enhancement Accomplishments:** Targeted professional development on differentiation, scaffolding, and Universal Design principles **was delivered** to continue strengthening core instruction. The implementation of evidence-based practices that support diverse learners, including MLLs, within the general classroom setting **was expanded**.
- **System and Staffing Alignment Accomplishments:** The refined scheduling structures developed in spring 2023 **were implemented** in all elementary schools to better support Tier 1 instruction.

Strategic Initiative: Providing Specialized Summer Support for Students

- **Special Education Support:** Summit School District **provided more than 400 hours of specialized support** to special education students over the course of the summer. This support was developed by case managers based on individual student needs and spanned literacy, math, executive functioning, speech/language, and social and emotional support.
- **Day Treatment Program:** The Summit School District Day Treatment team **completed a 7-week program**, running three days a week over the summer. The program focused on Dialectical Behavioral Therapy (DBT) and skills designed to increase student success for the 24-25 school year, providing critical mental health and executive functioning support.

C. 2024-25 Key Performance Indicators (KPIs) and Outcomes

Progress and outcomes for all 2024-25 Key Performance Indicators (KPIs) were reported in June 2025 to the Board of Education. That summary is linked here: [KPI Summary Report May 2025 - Final](#). This report contains key highlights in the areas that fall within Ends 1.

Overall Academic KPI Performance:

- On Target or Exceeding: 8 KPIs (73%)
- Below Target but Progressing: 3 KPIs (27%)

1. STUDENT ACHIEVEMENT & GROWTH

KPI 1.1: STAR Assessment Achievement - % Students At or Above Benchmark

Star Math and Reading assessments are linked to both the SAT and Colorado CMAS assessments and have been found

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to be accurate predictors of test performance levels. The full study linking Star and CMAS can be found [here](#).

Target: Increase from Fall 2024 to Spring 2025

Subject Area	Fall 2024	Spring 2025	Change	Target Met?
Early Literacy (District)	54.6%	54.3%	-0.3%	✗ No
Early Literacy Spanish	52.1%	63.1%	+11.0%	✓ Yes
Reading (State)	46.5%	49.0%	+2.5%	✓ Yes
Reading Spanish	44.5%	49.0%	+4.5%	✓ Yes
Math (State)	32.8%	33.8%	+1.0%	✓ Yes
Math Spanish	37.0%	31.7%	-5.3%	✗ No

- Overall Status: On Target (4 of 6 areas showing growth)
- Significant Achievement: Spanish Early Literacy showed 11% gain
- Area of Concern: Math Spanish declined 5.3 percentage points

Table III.A: Star ACHIEVEMENT Results for the 2024 - 2025 School Year

	All District		White		Hispanic		MLL		FRL		SPED		GT	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Star Reading (State Benchmark)	46.5%	49.2%	64.6%	67.4%	18.8%	21.1%	2.5%	5.2%	21.3%	23.5%	15.0%	18.3%	88.5%	89.4%
Star Reading (District Benchmark)	62.2%	65.7%	82.5%	85.0%	31.3%	36.0%	7.2%	13.9%	35.5%	40.6%	27.7%	31.4%	96.0%	96.1%
Star Reading Spanish (District)	44.5%	49.0%	21.1%	24.3%	56.8%	62.9%	51.0%	57.3%	51.5%	23.5%	12.3%	15.2%	54.2%	56.1%

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Benchmark)														
Star Early Literacy (District Benchmark)	54.6%	54.3%	76.4%	74.2%	26.9%	32.6%	18.0%	25.2%	31.5%	34.5%	31.4%	30.6%	92.3%	88.9%
Star Early Literacy Spanish (District Benchmark)	52.1%	63.1%	56.5%	58.6%	50.2%	67.4%	47.5%	64.5%	48.4%	64.8%	24.0%	36.5%	77.8%	100%
Star Math (State Benchmark)	33.9%	36.1%	45.7%	48.5%	14.3%	15.7%	7.8%	7.7%	15.2%	16.3%	11.0%	12.1%	81.2%	81.7%
Star Math (District Benchmark)	59.8%	62.2%	74.8%	77.1%	35.6%	37.4%	18.0%	21.3%	36.1%	38.8%	25.5%	30.5%	97.6%	96.9%
Star Math Spanish (District Benchmark)	37.0%	31.7%	Low n count	Low n count	36.9%	31.6%	35.4%	31.7%	5.2%	4.8%	22.2%	28.6%	Low n count	Low n count

2. INSTRUCTIONAL QUALITY & PRACTICES

KPI 2.1: Instructional Rounds Observations

- Target: 90%+ of classrooms observed show scaffolding and success criteria
- Current Result: 95%+ of classrooms showing effective scaffolding
- Total Observations: 83 completed and documented
- Status: Exceeding Target (+5%)

KPI 2.2: Professional Development & PLC Survey Results for 2024-25

- Target: 80% positive responses
- Current Result: 82% positive responses
- Status: Exceeding Target (+2%)
- Peak Performance: 94% when shifted to teacher-led sessions in October
- Analysis: Significant improvement when incorporating teacher input, more teacher-led sessions, and dedicated processing/planning time

Key Findings:

- Scaffolding Implementation: Observed in 95%+ of classrooms across all grade levels
- Specific Practices Observed: Sentence frames, visual supports, translated materials, small group instruction
- Learning Targets: 70% of lessons showed aligned learning targets with success criteria
- Multilingual Support: Consistent linguistic needs consideration across classrooms

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Areas for Improvement:

- Rigorous Discourse: Only 35% showed "Yes - all/majority" for student-to-student academic conversations
- Higher-Order Thinking: Only 30% of observations at DOK 3-4 levels
- Learning Target Internalization: Students can recite but struggle to articulate personal progress

3. EARLY CHILDHOOD EDUCATION

KPI 3.1: Preschool Student Engagement

- Target: 50% growth in Instructional Support section
- Current Result: 51% growth from winter to spring observations
- Status: On Target (+1% above target)
- Measurement Tool: CLASS observation tool

Specific Achievement:

- Increased engagement in hands-on activities, asking questions, and exploring ideas
- Students initiating their own inquiries during structured learning time
- Growth in "Analysis and Reasoning" (How and Why questions to students)

Success Factors:

- Dedicated PLC time for discussing open-ended questions
- Visual examples in classrooms
- Twice-yearly observations with coaching support between sessions

4. CURRICULUM DEVELOPMENT

KPI 4.1: Department Lead Assignment

- Target - Early Literacy Leads: 8 leads (1 per elementary school, 2 per dual language school)
- Current Result: 8 of 8 assigned (62.5%)
- Status: On Target

KPI 4.2: Curriculum Review Process Development

- Target: 100% of new process developed and pilot set up for secondary math
- Current Result: 100% complete
- Status: On Target

Achievements:

- New curriculum revision cycle fully developed
- Secondary math pilot established for 2025-26 implementation
- Partnership established with middle school math leads

Challenges:

- Timing challenges to launch work at end of school year with heavy workload

5. MULTILINGUAL LEARNER SUPPORT

KPI 5.1: Co-teaching Model Professional Development

- Target: 100% completion of 16-hour training (Intentional Co-Teaching, LLC)
- Current Result: 96% attendance rate
- Status: Below Target but Progressing (-4%)

KPI 5.2: Administrator Observations of ELD Teachers

- Target: 100% of ELD teachers observed twice per year with feedback
- Current Result: 78% engaged in observation and feedback
- Status: Below Target but Progressing (-22%)

Impact:

- 203 NEP and LED students served in at least one co-taught class
- Co-teaching enabled more targeted ELD services to students on caseload

Note: Student achievement data currently not valid for comparison due to multiple variables:

- Co-teachers planning with multiple teachers, strategies shared beyond co-taught classes
- Student movement between co-taught and non-co-taught classrooms
- Supplemental interventions provided to students in co-taught classes
- Non-co-taught classes primarily serve GT, non-IEP, non-ML students

6. CAREER PATHWAYS & GRADUATE PROFILE

KPI 6.1: Career Pathways Implementation Plan

- Target: 100% completion of key implementation targets
- Current Result: 100% complete
- Status: Exceeding Target

Achievements:

- 100% of pathways have completed draft continuum
- 19+ pathway advisory committee and community meetings held (target: 8)
- 100% of pathways collected student voice feedback

Success Factors:

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- Significant focus, sense of urgency, and intense collaboration between district and school leadership
- Strong community and industry partner engagement

Challenges:

- Many competing initiatives for SHS staff
- Realistic allocation of future FTE needed
- Teacher/staff capacity to engage in additional work

KPI 6.2: Graduate Profile Development

- Target: 100% completion of key implementation targets
- Current Result: 100% complete (3 PD sessions + 2 PLC embeddings)
- Status: On Target

Achievements:

- Completed graduate profile observables
- Gathered teacher feedback on content
- Maintained instructional focus
- Graduate profile skills intentionally embedded in at least 2 district PLCs

7. ATTENDANCE & ENGAGEMENT

KPI 7.1: Daily Attendance Rate

- Target: 93% daily attendance
- Current Result: 90.7% (2024-25 average)
- Previous Year: 90.4% (2023-24 average)
- Improvement: +0.3%
- Status: Below Target but Progressing (-2.3% gap)

Progress:

- District-wide focus with weekly measurement
- Established shared expectations on attendance reporting and family communication

Barriers:

- Technical changes alone won't address the adaptive problem
- Need authentic engagement and instructional improvements to reduce barriers

Overall KPI Key Findings

Strengths

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1. Instructional Quality: 95% of classrooms demonstrate effective scaffolding, significantly exceeding the 90% target
2. Spanish Language Learners: Exceptional 11% gain in Early Literacy Spanish assessment
3. Professional Development: 94% positive feedback when using teacher-led model
4. Assessment Participation: Above 95% participation achieved across all required assessments
5. Career Pathways: All 8 pathways completed with extensive community engagement (19+ meetings)
6. Early Childhood: Preschool engagement exceeded growth target
7. Co-teaching Model: Strong foundation established with 96% PD participation and 203 students served

Areas Requiring Immediate Attention

1. Student-to-Student Academic Discourse: Only 35% of classrooms showing rigorous peer conversations
2. Higher-Order Thinking: Only 30% of lessons at DOK 3-4 levels

IV. 2025-26 Summit School District Instructional Leadership Plan

The 2025-26 instructional plan marks a critical transition year as Summit School District moves beyond the International Baccalaureate PYP and MYP programs while implementing our newly developed unified [instructional philosophy](#) centered around the Graduate Profile. This philosophy provides clear direction for all instructional work across the district and includes explicit [Teacher Observables](#) and [Student Observables](#) that define what success looks like in every classroom.

Building on the foundational work of the 2023-24 and 2024-25 school years, this plan prioritizes implementation depth, consistency, and clarity through distributed leadership structures that build sustainable capacity across the system and nested goal alignment that connects district priorities to school plans to teacher professional learning. The goal is to create teacher leadership pipelines and collaborative structures that ensure instructional improvements are embedded in the fabric of the district.

Core Message: Get stronger and deeper in our practice through consistent implementation of our multi-year learning plan with clear success criteria and shared ownership at every level.

A. Strategic Foundation: Unified Instructional Philosophy & Nested Goal Alignment

Unified Instructional Philosophy and Implementation Framework

The Challenge: Transitioning away from IB required more than eliminating a program—we needed to create a coherent, district-owned instructional identity that preserved the strengths of inquiry-based, internationally-minded learning while providing greater flexibility and local ownership.

What Was Created:

A. Unified Instructional Philosophy We developed and adopted a comprehensive philosophy articulating our shared beliefs about teaching and learning, centered around the Graduate Profile. This philosophy:

- Connects all instructional decisions across PreK-12
- Provides clear direction for professional development
- Guides assessment and grading practices

- Answers the question: "What does teaching and learning look like in Summit School District?"

B. Teacher Observables for Implementation We created an explicit framework defining what high-quality instruction looks like in practice, including:

- Rigorous, standards-aligned learning targets requiring deep thinking
- Scaffolding and Universal Design for Learning ensuring all students can access challenging content
- Student collaboration and academic discourse developing communication skills
- Culturally responsive pedagogy leveraging students' funds of knowledge
- Integration of Graduate Profile skills in every lesson

These observables transformed abstract philosophy into concrete, actionable practices teachers and administrators could see, discuss, and improve.

C. Student Observables for Implementation We defined the evidence of student success aligned to Graduate Profile skills, answering: "What will we see students doing, saying, and producing when instruction is effective?" These observables:

- Created consistent expectations across all classrooms
- Enabled meaningful assessment of student progress
- Provided shared language for teachers, students, and families
- Made success visible and measurable

D. Shared Walkthrough Form We developed and implemented a districtwide walkthrough form aligned to our Teacher and Student Observables. This tool:

- Replaced generic sticky-note feedback with specific, actionable commentary
- Focused observations on our core instructional practices
- Created consistency in what leaders look for and provide feedback on
- Made expectations transparent for all teachers
- Provided data on implementation trends across schools
- Connected daily walkthroughs to our instructional philosophy

The shared walkthrough form became a critical lever for shifting from evaluative to developmental feedback, helping teachers understand exactly what strong implementation of our philosophy looks like.

Nested Goal Alignment System: Creating Coherence from District to Classroom

The Challenge: Even with a clear instructional philosophy, districts often struggle with disconnected goals and mixed messaging. Central office pursues priorities that don't translate to schools. Principals set building goals in isolation. Teachers engage in professional learning unrelated to school or district needs. Different leaders communicate different priorities, creating confusion about what actually matters.

The result: fragmented effort, wasted time, initiative fatigue, and minimal impact on student outcomes.

Research is unequivocal: **systems get results when they have crystal clear focus and one coherent voice.** When everyone—from the superintendent to the classroom teacher—can articulate the same 2-3 priorities and explain how their work advances those priorities, implementation deepens and student outcomes improve. When

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messaging is scattered and priorities multiply, even the best strategies fail because attention and energy are diluted across too many initiatives.

The imperative: We needed a system ensuring not just goal alignment but **message alignment**—one voice, narrow focus, and crystal clear expectations from district to school to classroom.

What Was Created:

We developed a **Nested Goal Alignment System** that ensures coherence from district priorities through school plans to individual teacher professional learning, while preserving agency at each level.

A. The Three-Level Alignment Structure

Level 1: District Instructional Priorities

- Set by district leadership in collaboration with school leaders
- Based on student data, equity analysis, and strategic plan
- Articulated in Board Monitoring Report
- Connected to multi-year learning plan and Graduate Profile
- Focus for 2025-26: Access and rigor for all students, particularly MLLs and SPED; sustaining math success; implementing Year 3 of standards-based grading

Level 2: School Instructional Plans

- Each principal developed comprehensive instructional plan aligned to district priorities and their school's specific data needs
- Plans identify 2-3 school-specific priorities that advance district goals
- Include specific Teacher and Student Observables as "look-fors" for walkthroughs
- Set measurable SMART goals for instructional improvement
- Shared transparently with all staff at start of year
- Serve as living documents guiding daily instructional leadership

Level 3: Teacher Professional Learning Goals

- Teachers select focus areas from Fall 2025 PD & PLC Learning Strands
- Individual goals align with their school's instructional plan priorities
- Teachers set dual goals: professional growth + measurable student impact
- Learning occurs through monthly PLCs with collaborative support
- Evidence of impact collected throughout semester
- Demonstration of learning shared with colleagues at semester end

B. Shift to True PLC Model

A critical component of this alignment was **fundamentally reimagining how teachers engage in professional learning**.

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The Message to Teachers (Fall 2025): "This year, the district is committed to ensuring every student has high-quality learning experiences that continuously develop Graduate Profile skills. Rather than launching new initiatives, we're strengthening foundational teaching practices and aligning daily instruction with our shared vision for student success.

To support this work, the district is shifting away from centralized professional learning sessions during PLC time. Instead, we're embracing a **true PLC model** centered on teacher agency and collaborative growth.

Teachers will dedicate PLC time to personal and professional development aligned with both school and district goals. Driven by individual goal-setting, teachers will join a professional learning strand for the semester where they'll collaborate with colleagues, problem-solve together, test new strategies in their classrooms, examine student work, and ultimately share their learning journey with peers.

This approach honors teacher expertise while fostering the collaborative inquiry that leads to meaningful improvements in student learning."

How It Works:

- Teachers choose from aligned learning strands (e.g., Language Scaffolds, Discourse, Rigor/DOK, Feedback, Standards-Based Grading)
- Monthly PLCs follow structured protocol: "What's Happening" check-in, "Digging In" focus with one teacher deep dive and collaborative feedback, "Moving Forward" planning
- Teachers collect evidence of impact on student learning
- End-of-semester presentations demonstrate learning journey

C. Example of the System in Action

District Priority: Accelerate Literacy Growth for MLLs



School Plan Priority: Strengthen Language Scaffolding in All Content Areas



Teacher Professional Goal: Implement oral language scaffolds to support ML students



Monthly PLC Collaboration: Teachers with similar focus share strategies and analyze student work



Classroom Implementation: Teacher tries new accountable talk stems and discussion protocols



Evidence Collection: Teacher documents student use of language scaffolds over time



Student Impact: 75% of ML students use accountable talk stems in discussions



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Demonstration of Learning: Teacher shares journey and evidence with PLC colleagues

The Result: This nested structure created **coherence without compliance**. District priorities are developed collaboratively and drive school planning, school priorities guide teacher professional learning, and teacher learning directly impacts student outcomes. All work connects to our unified instructional philosophy and observables. The system creates alignment while honoring teacher expertise and agency—teachers have choice within a clear framework that advances shared priorities. Most importantly, teachers develop each other rather than relying on external experts, building sustainability into the system itself.

Creating Coherence: Teacher-Developed Interdisciplinary Units

The Challenge: Without IB units of inquiry, we risked losing the interdisciplinary connections and thematic coherence that made learning meaningful.

What We Did:

- Teachers collaboratively created interdisciplinary units that integrate content areas while maintaining disciplinary rigor and aligning to the elementary reading standards and curriculum
- Established horizontal alignment time providing structured PLC time for grade-level teams to ensure consistency and coherence
- Integrated Graduate Profile skills into all units, providing the throughline previously served by IB learner profiles

The Result: This approach preserved the strengths of interdisciplinary learning while giving teachers greater ownership and flexibility to meet Summit students' specific needs. Teachers became authors of curriculum rather than deliverers of prescribed programs.

B. Strategic Initiative 1: Elevating Access and Rigor for All Students in Tier 1

We know what works. Research validates that our [multiyear learning plan](#) focuses on effective strategies for supporting multilingual learners and students from historically marginalized populations while elevating outcomes for all. Our focus remains **Tier 1 Excellence for All**: Strengthening core instruction so that every student accesses rigorous, affirming, and engaging learning experiences where tasks maintain the Depth of Knowledge required by standards and incorporate students' funds of knowledge. We have created [Teacher Observables](#) that describe rigorous, accessible instruction aligned to our graduate profile competencies (Courageous, Curious, Globally Aware, Growth-Oriented, and Prepared). As we enter year three of our multiyear learning plan, **the challenge is not knowledge—it's implementation**.

2024-25 classroom observations revealed the following patterns:

- 2/3 of classrooms visited featured 20+ minutes of lecture without opportunity for students to process input or practice using language
- Secondary instruction most frequently deviated from grade-level standards and the DOK required, with students accessing modified content rather than rigorous, scaffolded grade-level learning
- Across all grade levels, tasks consistently required only recall and basic application (DOK 1-2) rather than maintaining the depth of strategic thinking, analysis, and extended reasoning (DOK 3-4) that standards

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demand—students were not engaging in the productive struggle necessary to develop as prepared, courageous learners

- A persistent gap exists between knowing effective strategies and implementing them 100% of the time
- Depth of Knowledge was consistently at 1-2

This represents a fundamental rigor and mindset challenge to focus on. Too often, we consciously or subconsciously approach students who are behind and students from historically marginalized populations with a deficit orientation—seeing what they lack rather than what they bring. We lower expectations under the guise of "meeting them where they are," providing access without rigor or rigor without access. We must position all educators as learning guides, not knowledge transmitters, who embrace collective responsibility for Tier 1 instruction.

Extraordinary education requires both access AND rigor for every student, every day.

To achieve this, we will implement our multi-year learning plan with crystal clarity on expectations, robust support systems, and aligned accountability:

- **Clear Expectations:** Communicating the expectation for implementing classroom practices where students actively generate knowledge through inquiry-based, deeper learning experiences rather than passively consuming information (see [teacher](#) and [student observables](#))
- **Strategic Support:** Providing targeted professional development, collaborative PLC time, and coaching focused on high-impact teaching practices including appropriate scaffolding techniques that support grade-level content (not modify it), standards-aligned success criteria at the DOK level required by standards, and discourse moves that enhance collaborative and critical thinking (see [PLC and PD Learning Strands](#) and [District Walkthrough Feedback Form](#))
- **Collective Accountability:** Building systems where educators embrace collective responsibility for Tier 1 instruction, particularly for students from historically underserved communities, ensuring that race, class, and zip code do not predict academic achievement
- **Mindset Transformation:** Addressing beliefs and practices that limit student access to rigorous learning, fostering environments where linguistic diversity is viewed as an asset and every child deserves an identity-safe space to engage in productive struggle

Key Performance Indicators (KPIs) for 2025-26

KPI	Target	Measurement	Rationale
MLL Literacy Growth	Median SGP for MLLs in CMAS ELA increases to 50th percentile	CMAS state assessment data	Demonstrates that high expectations with strong support translate to growth

Tier 1 Rigor for MLLs	Reduce low-rigor lessons by 30%	Targeted walk-throughs using Teacher Observables and shared walkthrough form	Addresses implementation gap between knowledge and practice
Instructional Consistency	80% of classrooms have clear success criteria that students can articulate	District walk-through data using Teacher Observables	Ensures every student experiences extraordinary instruction
Discourse Implementation	70% of classrooms show student-to-student academic discourse (up from 35%)	Instructional rounds and walkthrough data	Language practice is essential for all students, critical for MLLs

Implementation Strategies Launched in 2024-25 and Fall 2025

1. Professional Development on Mindset and High Expectations

- Specific PD sessions on maintaining rigor while providing scaffolding
- Training on asset-based, funds of knowledge approaches

2. Universal Design for Learning as Non-Negotiable

- Explicit expectations shared for implementation of our core learning practices outlined in the [walkthrough feedback form](#) and all observers consistently leaving feedback utilizing the form
- Modeling "easy tweaks" that increase processing and discourse time without sacrificing rigor
- Providing exemplars of high-rigor, accessible instruction across content areas

3. Prioritizing Discourse and Language Practice

- Focus on facilitating meaningful student-to-student academic conversations not just structures for talking
- Explicit feedback through shared walkthrough form when lecture dominates
- Providing sentence frames, discussion protocols, and talk structures to ensure talk is rigorous and accessible
- Monitoring multiple forms of discourse as non-negotiable

4. Raising the Bar on Implementation

- Clear expectation communicated: knowing strategies isn't enough—consistent implementation is the standard
- Targeted coaching cycles for teachers showing low implementation
- Celebration and sharing of strong implementation examples

5. Leveraging Distributed Leadership for Equity

- Math leads ensure conceptual understanding, not just procedural compliance
- Teacher leaders model high-expectations instruction in their classrooms
- PLCs examine student work evidence for rigor and access

6. Student Voice Integration

- Gathering student feedback on learning experiences
- Adjusting instruction based on what students tell us about engagement and challenge
- Making student voice visible in PLC discussions and school improvement planning

The result we're working toward: Every student, regardless of language background or disability status, experiences rigorous, accessible, engaging instruction that prepares them for extraordinary futures.

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B. Strategic Initiative 2: Cultivate Distributed Leadership to Build Sustainable Instructional Excellence

Sustainable improvement only happens when leadership is distributed, pipelines are built, and teams—not individuals—own the vision, goals, timelines, and measured success. Without intentional leadership pipelines embedded throughout the organization, improvement remains dependent on individuals rather than systemic structures. We will develop leadership capacity at all levels to cultivate collaborative cultures, deepen learning, and sustain our commitment to equity-centered systems.

Objective: Create sustainable improvement by distributing leadership across teacher leaders, coordinators, and administrators through formal structures and pipelines that embed instructional leadership throughout the organization.

This involves:

- **Shared Instructional Leadership:** Distributing leadership responsibilities to build teacher leaders who champion pedagogical approaches that strategically build graduate profile skills while elevating content mastery simultaneously
- **Collaborative Structures:** Strengthening PLCs as forums where educators collectively examine student work, refine instructional practices, and hold ourselves accountable for all students' success through coherent alignment between our graduate profile, instructional practices, and strategic priorities
- **Leadership Development Pathways:** Creating intentional pipelines and opportunities for educators to lead inquiry-based, deeper learning initiatives and serve as coaches who support peers in implementing our instructional framework with fidelity
- **Systems Thinking:** Empowering teams at all levels to own the vision, goals, timelines, and measured success by connecting strategic priorities to daily classroom practice, ensuring coherence and facilitating hands-on, collaborative experiences where students explore real-world issues while developing graduate profile competencies

Key Performance Indicators

KPI	Target	Measurement Method
Elementary Literacy Leads	100% of elementary schools have designated literacy leads in place by August 2025	Lead assignments and role documentation
Math Leadership Continuation	Math leads operational at all levels (elementary, middle, high school) with regular collaboration time	Lead structure creation
Leadership Team Efficacy	85% of teacher leaders report feeling empowered and supported in their roles	End-of-year leadership survey

	(math leads, literacy leads, building instructional leads)	
Horizontal Alignment Meetings	Elementary grade-level teams meet monthly for interdisciplinary unit alignment	Meeting documentation and unit revision evidence
School Instructional Plans	100% of schools develop and share comprehensive instructional plans by September 15, 2025	Plan submission and staff presentation documentation
Teacher Goal Alignment	100% of teachers set professional learning goals aligned to school instructional plans	Goal documentation

Implementation Strategies Launched in 2024-25 and Fall 2025

1. Establish Elementary Literacy Leads

By September 2025, each elementary school will have designated literacy lead(s) who:

- Guide implementation of early literacy curriculum and core phonics instruction
- Collaborate with building instructional leaders on literacy walkthrough data
- Partner with district literacy specialists on implementation consistency
- Participate in school instructional review panels
- Support teacher colleagues in setting literacy-focused professional learning goals

Rationale: Creating formal literacy leadership positions distributes expertise and ensures sustainable improvement beyond any single individual. This mirrors the success of our math leads and builds teacher leadership capacity.

2. Continue and Strengthen Math Lead Structure

Maintain and expand the successful math lead model:

- Elementary Math Leads: Support implementation of curriculum and Building Thinking Classrooms approach
- Middle School Math Leads: Continue the practices that achieved 60 Median SGP overall and expand across all subpopulations
- High School Math Leads: Guide secondary math curriculum pilot and pathway integration

All math leads receive:

- Dedicated collaboration time with district math support
- Professional development on distributed leadership practices
- Support in coaching teachers toward math-related professional learning goals

3. Create Horizontal Alignment Time for Interdisciplinary Units

Establish protected PLC time for grade-level teams to:

- Review and refine teacher-developed interdisciplinary units

- Ensure coherence across classrooms within grade levels
- Integrate Graduate Profile skills consistently
- Share effective practices and resources
- Make collective decisions about unit implementation

Structure: Monthly 90-minute horizontal alignment meetings during PLC time, with teacher facilitators to build leadership skills.

4. Build Leadership Pipelines Systematically

Create structures where leadership development is expected, not accidental:

- Rotate teachers into PLC facilitator roles
- Invite emerging teacher leaders into district-wide planning teams
- Provide leadership training for all teacher leaders (not just administrators)
- Create clear pathways from classroom teacher → teacher leader → coach → administrator
- Include participation in instructional rounds and reviews as a leadership development opportunity

5. Implement [School Instructional Plan](#) Process

Timeline and Process:

- August 2025: Principals develop school instructional plans using district template
- By September 1, 2025: All plans submitted to district leadership for feedback
- By September 15, 2025: Plans shared with entire staff at school-wide meetings
- Ongoing: Plans guide walkthrough focus, PLC agendas, and professional development
- January 2026: Mid-year review and adjustment
- May 2026: End-of-year evaluation informing next year's priorities

6. Implement [Teacher Professional Learning Goal](#) Process

Timeline and Structure:

- September 2025: Teachers select professional learning focus from district PD/PLC strands
- Teachers align focus to their school's instructional plan priorities
- Set dual goals: Professional growth goal + Student impact goal
- PD day content: Aligned to teacher selected learning strands
- Monthly PLCs: Follow structured protocol supporting goal achievement
- Ongoing: Collect evidence of impact on student learning
- December 2025 & May 2026: Demonstrate learning to PLC colleagues

Support Structures:

- Building instructional leaders guide goal-setting process
- PLCs provide collaborative support and feedback
- District provides resources aligned to learning strands
- Coaches available for individual support
- Demonstration of learning at end of semester

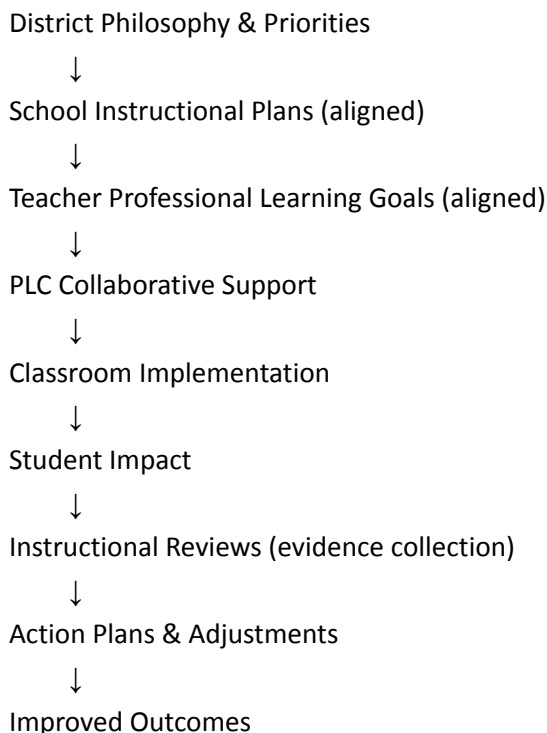
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Integration and Coherence

All strategic initiatives are interconnected through our unified instructional philosophy and nested goal alignment system:

- Teacher and Student Observables provide the foundation for all instructional rounds, PLC work, instructional reviews, professional development, school plans, and teacher goals
- School Instructional Plans translate district priorities into building-specific contexts while maintaining coherence
- Teacher Professional Learning Goals ensure individual growth aligns with school and district priorities
- Instructional Review Process examines the entire nested system and provides accountability with developmental support
- Distributed leadership structures (literacy leads, math leads, horizontal alignment time) ensure sustainability and shared ownership while building capacity through review panel participation
- Pathways and Graduate Profile integration connects rigorous academics to real-world application, assessed through reviews
- Interdisciplinary units created by teachers maintain coherence post-IB while allowing flexibility, evaluated through instructional reviews
- Equity focus on MLL and SPED students permeates all initiatives through high expectations embedded in observables and monitored through reviews

The Power of the System: How it all Fits Together



This coherent system ensures that every teacher understands not just *what* to do, but *why* it matters and *how* it connects to school and district goals. The nested structure creates both alignment and agency—teachers have choice within a clear framework that advances shared priorities.

Success Measures Summary

By June 2026, we will demonstrate success through:

- Unified instructional philosophy guiding all work, with 100% of teachers able to articulate Teacher Observables
- 100% of schools with comprehensive instructional plans aligned to district priorities and shared with staff
- 100% of teachers with professional learning goals aligned to school instructional plans and district learning strands
- Comprehensive instructional review completed for every school with collaborative panels including teacher leaders
- Action plans developed from reviews that integrate with school instructional plans and inform teacher professional learning
- Evidence that school instructional plans are being used to guide walkthroughs, PLCs, and professional development
- Demonstrated impact of teacher professional learning goals on student outcomes
- Distributed leadership functioning at all levels: literacy leads operational, math leads continuing success, horizontal alignment time used effectively
- 80% of classrooms consistently implementing core practices from Teacher Observables
- Median SGP improvements for MLLs (45) and SPED students (40) in literacy
- Sustained math success at middle school (75+ SGP) with GT recovery to 75
- 50% of graduates achieving at least one "Big 3" readiness metric
- 85% of KPIs showing progress in quarterly reviews with instructional review data integrated
- Clear evidence of nested goal alignment creating coherence from district to classroom

This plan represents a strategic shift from the IB structure to our own unified instructional philosophy, from individual to distributed leadership, from awareness to implementation, and from disconnected goals to nested alignment—with the Instructional Review Process providing rigorous, collaborative accountability and school instructional plans and teacher professional learning goals creating systematic coherence that positions Summit School District for sustainable, equitable improvement in service of all students.

IV. State Performance Framework Data

A. Preliminary School and District Performance Framework Ratings (SPF)

The Summit School District (SSD) is proud to announce that it has achieved "**Accredited**" status in the 2025 Preliminary District Performance Framework with a score of **58.1%**, marking three consecutive years of united academic focus and moving beyond improvement status. This represents a **3.1 percentage point increase** from the previous year and positions the district on a strong upward trajectory toward continued growth.

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Key District-Wide Achievements:

- **Elementary and Middle School Excellence:** Every elementary and middle school in the district is now rated as Performance—a strong signal that foundational learning is getting stronger and stronger.
- **Academic Growth Momentum:**
 - CMAS English Language Arts scores across elementary grades have improved each year and are now above the state average
 - Math achievement district-wide improved significantly in 2025, climbing nearly 14 percentage points from the prior year
- **Graduation and Retention Success:**
 - The 2023-24 four-year graduation rate is **90.3%** compared to the state average of 84.2%
 - Dropout rates are among the lowest in the state, including 0.0% at Snowy Peaks
- **Attendance Gains:** While the state's average chronic absenteeism rate increased by 0.7% over the past year, SSD saw a **6.4 percentage point decrease** on top of significant gains made last year. Consistent attendance is closely linked to stronger performance on standardized tests, as students who are present are more likely to engage with rigorous instruction, master key concepts, and demonstrate measurable academic growth.

Three-Year Climb: Steady Progress Reflected in Results

This momentum reflects the district's unwavering commitment to high-quality instruction, innovative learning environments, and student-centered growth—a direct result of collaborative efforts between students, educators, and families.

Notable School Achievements:

- **Frisco Elementary** soared to 87.0%, a 21.6-point increase in one year
- **Summit Cove Elementary** grew by 17 points, reaching 74.3%
- **Breckenridge Elementary** reached 76.7%, with strong academic achievement in both reading and math
- **Silverthorne Elementary** improved by 5.5 points to 62.3%, maintaining gains after moving off an Improvement Plan last year through focused instruction and school-wide dedication
- **Summit Middle School** bounced back from a previous dip, gaining over 11 percentage points and achieving a Performance rating with 58.8%

Table V.A: Preliminary School and District Performance Framework Ratings (SPF) for the 2024-25 School Year

District Rating Scale

Turnaround 25.0 - 33.9%	Priority Improvement 34.0 - 43.9%	Improvement 44.0 - 55.9%	Accredited 56.0 - 73.9%	Distinction 74.0 - 100.0%
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School Rating Scale

Turnaround 25.0 - 33.9%	Priority Improvement 34.0 - 43.9%	Improvement 44.0 - 55.9%	Performance 56.0 - 100.0%
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	2023-24 Points	Rating	2024-25 Points	Rating	Differential
District	55.0	Accredited with Improvement Plan	58.1	Accredited	3.1
BRE	69.2	Performance	76.7	Performance	7.5
DVE	56.9	Performance	56.6	Performance	-0.3
SVE	56.8	Performance	62.3	Performance	5.5
FRE	65.4	Performance	87.0	Performance	21.6
SCE	57.3	Performance	74.3	Performance	17.0
UBE	72.1	Performance	78.8	Performance	6.7
SMS	47.5	Improvement	58.8	Performance	11.3
SP	63.2	Performance	64.9	Performance	1.7
SHS	54.2	Performance	51.1	Improvement	-3.1

B. Administrative Unit (AU) Determination Report

The Colorado Department of Education (CDE) is responsible for reviewing AUs' performance to ensure they meet the requirements and purposes of the Individuals with Disabilities Act (IDEA Part B). The review considers compliance with IDEA regulations and student outcomes for children with disabilities. Based on the review, the CDE determines whether the AU Meets requirements, Needs assistance in implementing requirements, Needs intervention in implementing requirements, or Needs substantial intervention in implementing requirements. This report concluded that Summit School District met the requirements for implementing IDEA Part B for the 2023-2024 school year (issued April 2025). Determinations are issued to school districts annually, approximately a year after the end of the previous school year.

Measurement Details

- **Compliance:** The district's adherence to federal IDEA (Individuals with Disabilities Education Act) requirements and state special education regulations, such as timely evaluations within 60 days of parental consent (Indicator 11), early childhood transitions completed by age 3 (Indicator 12), proper secondary transition planning for students 15+ (Indicator 13), no disproportionate representation by race/ethnicity in identification or discipline (Indicators 4A, 4B, 9, 10), and timely and accurate data submission to the state.

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- **Results:** Student outcomes and the effectiveness of special education services, such as graduation rates for students with IEPs, dropout rates, academic proficiency on state assessments (CMAS and CoAlt), academic growth (Median Growth Percentiles), preschool developmental outcomes in social-emotional skills, knowledge/skills acquisition, and behavior, and post-school outcomes (college enrollment, competitive employment).

Table V.B: Administrative Unit Determination Ratings

Administrative Unit Rating Scale

Needs Assistance 60 - 70	Meets Requirements 71 - 100
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Overall Determination Ratings

	2023-24 Points	Rating	2024-25 Points	Rating	Differential
Administrative Unit	81.38%	Meets Requirements	91.43%	Meets Requirements	+10.05
Compliance Score	100%	Meets Requirements	100%	Meets Requirements	0
Results Score	69%	Meets Requirements	82.86%	Meets Requirements	+13.86

B. Colorado Standardized Testing History

In looking at District and school performance over time, it's important to understand significant changes in assessment of student performance over the last 13 years. When addressing comparisons to scores or ratings, it's crucial to emphasize that there have been fundamentally different assessments measuring different standards in place. Direct comparisons between TCAP and CMAS/PSAT/SAT scores are not statistically valid due to these significant changes in testing approach, content, and scoring.

1. CSAP (Colorado Student Assessment Program): 1997-2011
 - Assessed students in grades 3-10 in reading, writing, and math
 - Science added in 2000 for grades 5, 8, and 10
2. TCAP (Transitional Colorado Assessment Program): 2012-2014
 - Replaced CSAP as a bridge to new standards
 - Tested similar grades and subjects as CSAP
3. CMAS (Colorado Measures of Academic Success): 2015-present
 - Introduced to align with new Colorado Academic Standards
 - Initially partnered with PARCC for English Language Arts and Math (2015-2017)

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- Science and Social Studies assessments developed by Colorado
- Currently used for grades 3-8 in English Language Arts and Math
- Science tested in grades 5, 8, and 11
- 4. PSAT/SAT: 2017-present
 - Replaced CMAS for high school students
 - PSAT 9 for 9th grade, PSAT 10 for 10th grade, and SAT for 11th grade

Key Points for Comparison to Prior Years:

1. **Different Tests:** CSAP, TCAP, CMAS and PSAT/SAT are tests that are based on different standards and have different scoring methods.
2. **Changed Standards:** Colorado Academic Standards were revised in 2010 and again in 2018, raising expectations for student performance.
3. **Scoring Shifts:** CMAS introduced a new scoring system with four performance levels, different from TCAP's three levels.
4. **Content Alignment:** CMAS and PSAT/SAT are more closely aligned with college and career readiness standards compared to TCAP.
5. **Testing Time:** CMAS initially had longer testing times than TCAP, but has since been reduced.
6. **Participation Rates:** Opt-out movements have affected participation rates since 2015, potentially impacting overall results.

Statement of Compliance/Non-Compliance:

The District is in compliance with Ends Policy 1 - Academic Success.

The district has demonstrated substantial progress toward achieving the policy's goal that "every student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations." While not every specific target has been met, the district has established robust systems, shown measurable improvements across multiple indicators, and maintained a clear trajectory toward full goal achievement.

Evidence Supporting Compliance:

1. Achievement Growth and Progress

- **Elementary Success:** Elementary grades showed significant increases in both literacy and math achievement, with all historically marginalized student populations demonstrating improved outcomes **in math**
- **Middle School Math Breakthrough:** Middle school math achievement increased by 10 percentage points overall, with all student population groups showing growth—representing historic gains
- **Target Achievement:** 50% of district-wide achievement targets were met in 2024-25, with 100% of historically marginalized student groups increasing achievement in elementary math **note that targets for 2024-25 combined PSAT and SAT into one metric but we are now reporting on them separately to better monitor progress*
- **State Recognition:** The district achieved "Accredited" status (58.1%) on the State Performance Framework, **marking the outcome of** three consecutive years of upward momentum and moving beyond improvement status
- **School-Level Performance:** 8 out of 9 schools (89%) earned "Performance" ratings, ~~up from 67% in the previous year~~

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2. Student Growth Metrics

- **Growth Target Achievement:** Overall district growth met or exceeded the 50th percentile target in three out of six measured areas (Elementary Literacy, Elementary Math, and Middle School Math)
- **Elementary Excellence:** Elementary math achieved a median SGP of 59, with historically marginalized groups showing strong growth (**Hispanic: 57.5**, FRL: 61, MLL: 62)
- **Middle School Math Success:** All historically marginalized student populations met or exceeded the 50th percentile growth target in middle school math, with SPED students reaching an exceptional 64.5 SGP
- **Early Childhood Progress:** Preschool students demonstrated strong developmental progress across all measured domains, with 90% of 3-year-olds and 93% of 4-year-olds meeting or exceeding age expectations by spring 2025
- **Star Assessment Growth Achievement Increases:** ~~Growth~~ An increase in achievement was observed across most student groups on Star assessments **from fall 2024 to spring 2025**, with Spanish Early Literacy showing an 11% gain

3. Educational Equity and Gap Reduction

- **Achievement Gap Reduction in Growth:** The district achieved an overall decrease in achievement gaps between student population groups compared to prior years, particularly in elementary grades - **64% of growth areas measured saw a decrease in gaps from 2023-25 to 2024-25**
- **Universal Elementary Math Growth:** All historically marginalized student populations increased achievement **and growth** in elementary math
- **Elementary Literacy Progress:** 75% of all student population groups and 50% of historically marginaged groups showed achievement increases in elementary literacy
- **Targeted Support Implementation:** The district successfully implemented co-teaching models serving 203 NEP and LEP students, with 96% of designated teachers completing the 16-hour professional development series
- **Special Education Gains:** SPED students showed remarkable improvement, including a 13-point SGP gain in elementary ELA (reaching 56) and a 12.4% achievement increase in SAT ELA
- **Specialized Summer Support:** Over 400 hours of individualized instruction were provided to special education students during summer 2025

4. Systems and Structures for Sustained Improvement

- **Unified Instructional Philosophy:** The district developed and implemented a comprehensive instructional philosophy with explicit Teacher and Student Observables, creating coherent direction across all schools
- **Nested Goal Alignment System:** A three-level alignment structure was established connecting district priorities to school instructional plans to individual teacher professional learning goals, ensuring coherence without compliance
- **Distributed Leadership Development:** Formal teacher leadership structures were created, including Elementary Literacy Leads at all schools and continued Math Lead success, building sustainable capacity
- **Multi-Year Learning Plan:** The district successfully completed Year 2 of its systematic professional learning strategy, with 82% positive feedback from participants (reaching 94% for teacher-led sessions)
- **Data-Driven Decision Making:** Regular monitoring systems with adjustment cycles were established, including quarterly KPI reviews and instructional rounds with collaborative feedback
- **High-Quality Tier 1 Instruction Focus:** 95% of classrooms demonstrated effective scaffolding during observations, significantly exceeding the 90% target

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- **True PLC Model Implementation:** The district shifted to a teacher-driven professional learning community model with 100% of teachers setting aligned professional learning goals

5. Key Performance Indicator Success

- **KPI Achievement Rate:** 73% of Key Performance Indicators (8 out of 11) were rated as "On Target or Exceeding"
- **Instructional Quality:** 95% of classrooms showed effective scaffolding implementation (exceeding 90% target by 5%)
- **Professional Development Impact:** Professional development survey results reached 82% positive responses (exceeding 80% target)
- **Curriculum Development:** 100% completion of early literacy lead assignments and new curriculum review process development
- **Career Pathways:** All 8 career pathways completed draft continuums with extensive community engagement (19+ meetings held, exceeding target of 8)
- **Attendance Progress:** District daily attendance improved to 90.7%, representing a 0.3% increase and continued progress toward the 93% target

6. Special Education Compliance

- **Administrative Unit Determination:** The district earned "Meets Requirements" status (91.43%) on the AU Determination Report, representing a 10.05 percentage point increase from the previous year
- **Perfect Compliance Score:** Achieved 100% compliance with federal IDEA requirements and state special education regulations
- **Results Score Improvement:** The results score increased by 13.86 percentage points to 82.86%, demonstrating improved student outcomes for students with disabilities

Areas Requiring Continued Focus:

The district acknowledges specific areas where targets have not yet been fully met and is implementing strategic interventions:

1. Secondary Achievement and Growth

- High school PSAT achievement and growth scores remain below targets, particularly in math
- Strategic response: Enhanced focus on Tier 1 rigor and scaffolding through 2025-26 instructional plan, with specific emphasis on maintaining Depth of Knowledge required by standards

2. Multilingual Learner Literacy Growth

- MLL literacy growth has not yet reached the 50th percentile target across all grade levels
- Strategic response: Targeted KPI to increase **secondary** MLL literacy median SGP to 45, **and elementary MLL median SGP to 50** by 2025-26, with specific professional development on language scaffolding and discourse implementation

3. Student Discourse Implementation

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- Only 35% of classrooms showed robust student-to-student academic discourse during observations
- Strategic response: Prioritizing discourse as a core focus in professional development and walkthrough feedback, with a target of 70% implementation by end of 2025-26

4. Depth of Knowledge Consistency

- Only 30% of observed lessons maintained DOK 3-4 levels required by standards
- Strategic response: Explicit focus on rigor and high expectations in 2025-26 instructional plan, with mindset work around maintaining rigor while providing scaffolding

Rationale for Compliance Determination:

The Board's Ends Policy 1 establishes that "every student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations." The Interpretation section of the policy clarifies that compliance requires evidence of:

1. Achievement and Growth Targets: Progress toward proficiency and growth goals
2. Educational Equity: Commitment to reducing disparities
3. Systems and Structures: Implementation of coherent improvement systems

The district has demonstrated compliance in all three areas:

- **Substantial Progress on Achievement and Growth:** While not every target has been reached, the district has shown measurable improvement across the majority of indicators, with particularly strong results in elementary grades and middle school math. The 50% achievement target attainment rate, combined with the 89% of schools earning Performance ratings, demonstrates significant progress.
- **Clear Commitment to Educational Equity:** The district ~~has achieved~~ **is on track to achieving** its primary equity goal of reducing achievement gaps, with all historically marginalized groups showing elementary math gains and overall gap reduction **in growth** across the system. The implementation of co-teaching, culturally responsive practices, and specialized support demonstrates active commitment to equity.
- **Robust Systems and Structures:** The district has developed and implemented comprehensive systems including a unified instructional philosophy, nested goal alignment, distributed leadership structures, and data monitoring systems. These systems position the district for sustained improvement and show evidence of continuous refinement based on outcomes.

Important Context:

The district intentionally set ambitious achievement targets to drive substantial increases in student outcomes and signal its commitment to transformational change. These stretch goals reflect the district's refusal to accept status quo performance and its dedication to ensuring all students achieve at high levels. The fact that some targets have not yet been met does not indicate non-compliance; rather, it demonstrates the district's commitment to setting aspirational goals while building the systems necessary to achieve them over time.

The evidence shows a district that is making systematic, measurable progress toward policy goals through coherent implementation of research-based strategies, with particular success in elementary grades and clear plans to address

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secondary challenges. The district's trajectory, combined with its robust improvement systems, supports a determination of compliance with Ends Policy 1

Table B: Disaggregated State Assessment Achievement Targets & Results for the 2024 - 2025 School Year

Green	= goal/target met
Yellow	= increase from prior year but goal not met
Red	= decline from prior year and goal not met

Elementary State Assessment Achievement Data						
% of students meeting or exceeding grade level expectations						
Grade Level		Elementary 3-5				
Assessment		CMAS				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	42.9%	41.3%	41.2%	45.0%	45.1%
	White	57.5%	57.9%	54.3%	↑	62.7%
	Hispanic	18.2%	12.8%	16.7%	↑	16.7%
	All MLLs	17.1%	11.7%	13.1%	↑	17.0%
	NEP&LEP	7.5%	2.3%	2.9%	↑	5.5%
	FRL	15.9%	15.0%	24.1%	↑	21.5%
	SPED	11.0%	8.5%	11.0%	↑	16.0%
	GT	87.5%	85.0%	84.5%	↑	86.6%
Math	All District	31.2%	33.1%	35.9%	40%	40.5%
	White	46.1%	47.1%	50.7%	↑	56.9%
	Hispanic	9.1%	9.6%	11.6%	↑	15.2%
	All MLLs	7.7%	8.7%	10.0%	↑	15.7%
	NEP&LEP	2.3%	3.0%	6.1%	↑	7.2%
	FRL	9.1%	10.2%	18.1%	↑	22.1%
	SPED	7.9%	7.0%	14.1%	↑	18.8%
	GT	78.1%	87.5%	93.1%	↑	88.2%

Middle School State Assessment Achievement Data						
% of students meeting or exceeding grade level expectations						
Grade Level		Middle 6-8				
Assessment		CMAS				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	39.5%	40.5%	38.3%	45.0%	39.9%
	White	54.5%	55.3%	54.7%	↑	58.7%
	Hispanic	17.2%	18.5%	17.7%	↑	15.8%
	All MLLs	15.8%	16.2%	16.4%	↑	12.7%
	NEP&LEP	0.7%	0.7%	1.3%	↑	0.0%
	FRL	15.4%	16.4%	17.8%	↑	17.9%
	SPED	4.7%	4.3%	5.7%	↑	6.6%
	GT	87.4%	89.0%	86.5%	↑	85.7%
Math	All District	24.4%	23.4%	22.5%	30%	32.2%
	White	36.0%	34.5%	36.5%	↑	48.5%
	Hispanic	7.2%	7.8%	7.0%	↑	11.1%
	All MLLs	6.6%	4.9%	5.4%	↑	9.3%
	NEP&LEP	0.6%	1.3%	0.5%	↑	0.6%
	FRL	6.9%	5.3%	5.7%	↑	11.8%
	SPED	2.4%	4.3%	0.0%	↑	6.6%
	GT	85.1%	79.2%	76.4%	↑	83.8%

High School State Assessment Achievement Data						
% of students meeting or exceeding grade level expectations						
Grade Level		High 9-10				
Assessment		PSAT				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	61.5%	64.1%	61.9%	65%	60.1%
	White	81.2%	78.5%	79.1%	↑	78.5%
	Hispanic	33.6%	40.9%	36.1%	↑	30.9%
	All MLLs	34.5%	38.8%	34.0%	↑	30.7%
	NEP&LEP	6.3%	9.3%	7.4%	↑	6.4%
	FRL	38.2%	34.7%	41.2%	↑	37.2%
	SPED	11.8%	29.4%	19.0%	↑	14.6%
	GT	95.8%	96.2%	98.6%	↑	100.0%
Math	All District	36.8%	39.5%	28.7%	35%	24.0%
	White	53.4%	59.6%	48.6%	↑	45.7%
	Hispanic	13.3%	16.7%	8.7%	↑	5.9%
	All MLLs	15.3%	15.2%	7.5%	↑	5.7%
	NEP&LEP	1.1%	1.3%	1.1%	↑	1.1%
	FRL	16.9%	14.6%	8.8%	↑	5.5%
	SPED	5.9%	8.8%	6.9%	↑	6.3%
	GT	83.1%	82.1%	86.1%	↑	84.5%

High School State Assessment Achievement Data						
% of students meeting or exceeding grade level expectations						
Grade Level		High 11				
Assessment		SAT				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	57.0%	58.4%	56.0%	60%	58.3%
	White	78.4%	75.7%	75.4%	↑	81.3%
	Hispanic	22.7%	31.4%	29.9%	↑	27.8%
	All MLLs	21.8%	30.6%	23.7%	↑	27.7%
	NEP&LEP	0.0%	0.0%	0.0%	↑	4.3%
	FRL	31.4%	23.8%	29.9%	↑	23.3%
	SPED	10.7%	22.2%	14.3%	↑	26.7%
	GT	97.6%	100.0%	91.9%	↑	94.4%
Math	All District	30.7%	31.1%	24.3%	30%	24.9%
	White	46.6%	42.6%	38.4%	↑	36.7%
	Hispanic	5.7%	11.8%	4.7%	↑	6.3%
	All MLLs	3.8%	14.4%	3.1%	↑	6.4%
	NEP&LEP	0.0%	0.0%	2.2%	↑	1.4%
	FRL	2.9%	8.3%	8.0%	↑	5.9%
	SPED	0.0%	5.6%	4.8%	↑	3.8%
	GT	78.0%	93.8%	67.6%	↑	84.0%

Table I.E: Disaggregated District State Assessment *GROWTH* Results for the 2025 - 2026 School Year

Green	= goal/target met
Yellow	= increase <i>or within 2 points</i> from prior year but goal not met
Red	= decline from prior year and goal not met

Elementary State Assessment <u>Growth</u> Data						
Median Student Growth Percentile (SGP)						
Grade Level		Elementary 3-5				
Assessment		CMAS				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	44	52	53	>50	54
	White	45	58	55	>50	58
	Hispanic	40	39.5	48	>50	47
	All MLLs	42	44.5	46	>50	47
	FRL	44.5	45	48	>50	47
	SPED	32	48	43	>50	56
	GT	-	78	62.5	>50	65
Math	All District	45	51.5	55.5	>50	59
	White	50	58	61	>50	59
	Hispanic	44	46	50	>50	57.5
	All MLLs	43	46	51	>50	62
	FRL	44	47	51	>50	61
	SPED	22	40	48.5	>50	44
	GT	-	80	68	>50	57.5

Middle School State Assessment <u>Growth</u> Data						
Median Student Growth Percentile (SGP)						
Grade Level		Middle 6-8				
Assessment		CMAS				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	51	53	43	>50	48.5
	White	57.5	53	44.5	>50	55
	Hispanic	44	52	43	>50	45
	All MLLs	42	51	41.5	>50	44.5
	FRL	42	52	43	>50	41.5
	SPED	41.5	43.5	38	>50	41
	GT	56.5	62	43	>50	64
Math	All District	49	52	46	>50	60
	White	50.5	53	48	>50	63
	Hispanic	46	50	44.5	>50	56
	All MLLs	46	49	44	>50	55.5
	FRL	46	47.5	45	>50	53
	SPED	47	52	52.5	>50	64.5
	GT	53	55	47	>50	67.5

High School State Assessment <u>Growth</u> Data						
Median Student Growth Percentile (SGP)						
Grade Level		High 9-10				
Assessment		PSAT				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	56	47	50	>50	41
	White	57	51.5	57	>50	41
	Hispanic	55	40	38	>50	34.5
	All MLLs	42.5	40.5	29	>50	34
	FRL	55	40.5	43	>50	35
	SPED	-	-	-	>50	38.5
	GT	72	54.5	56	>50	50
Math	All District	41	45	47	>50	45.5
	White	51.5	47.5	47	>50	42
	Hispanic	35	40	46	>50	45.5
	All MLLs	37	32.5	47.5	>50	42.5
	FRL	32	40	48	>50	43
	SPED	-	-	-	>50	31.5
	GT	51	48.5	45.5	>50	42

High School State Assessment <u>Growth</u> Data						
Median Student Growth Percentile (SGP)						
Grade Level		High 11				
Assessment		SAT				
Year		2021-22	2022-23	2023-24	2024-25 TARGET	2024-25
Literacy	All District	39	51	52	>50	47
	White	42	53	56	>50	59
	Hispanic	32	50	44	>50	32.5
	All MLLs	24	44.5	33	>50	31.5
	FRL	31	45	44	>50	36
	SPED	-	-	-	>50	38
	GT	44	56	68	>50	58
Math	All District	47	49	40	>50	46
	White	50.5	54.5	41	>50	50
	Hispanic	42	38	39.5	>50	39
	All MLLs	23	33	24	>50	31
	FRL	23	33	37.5	>50	34
	SPED	-	-	-	>50	30.5
	GT	67	54	51	>50	39