

Monitoring Report Evaluation (MRE)

Ends Policy 1 – Academic Success

Revised Format



Meeting Date: October 23 2025

Agenda Item: G.5

Purpose

The purpose of this Monitoring Report Evaluation (MRE) form is to evaluate Monitoring Reports (MRs) as they are presented and approved during Regular Board of Education (BOE) Meetings.

MRE inputs will be collected and summarized by the BOE Secretary for a subsequent BOE meeting where the MR and the associated MRE are presented within the Consent Agenda for BOE approval.

Further, the BOE-approved MREs provide evidence in evaluating Superintendent and BOE performance, and guidance/expectations for preparation of future MRs. The linked [reference](#) document included in the 2025-2026 Superintendent Evaluation process may help to supplement MRE discussions with respect to Superintendent “mini evaluations” throughout the year.

Section 1: Policy Details

Policy Monitored and Associated MR : Ends-1 Ends-1 MR	Date MR Provided to BOE (BOE Packet Distribution Date): October 3 2025
Date MR presented to BOE: October 9 2025	Date MR/MRE Will Be Submitted for Approval by BOE Vote: October 23 2025

Section 2: Evaluation of the Current Monitoring Report

Note: Items in Section 2, C and 2, D provide specific details about what needs to be included in the current MR as submitted to the BOE for approval in the consent agenda (normally scheduled for the meeting following the presentation of the MR). If no justification/explanation is necessary, please document with “N/A”

A. Is the Superintendent’s interpretation of the policy reasonable? If not , what needs to be addressed prior to approval of the associated MR? (Ends & EL’s ONLY)	☒ Yes ☐ No ☐ N/A	Justification (if applicable): 1. N/A
B. Is the Superintendent making reasonable progress towards achieving the Ends? (Ends ONLY)	☒ Yes ☐ No ☐ N/A	Justification (if applicable): 1. Entering year 4 in this position, Dr. Byrd, assisted by his team, has made reasonable progress in putting strategic and robust systems in place to improve Ends-1 - Academic Success student outcomes. 2. The Board recognizes there is more work to do towards opportunity, growth, and achievement gaps to ensure all students are thriving and able to reach their full potential.

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C. Is the reasonable progress towards the Ends and the associated monitoring data sufficient to determine compliance status for each provision? If not, list the number with specific information needed to meet the Board’s needs. If not, list provision number(s), specify reason(s) or information needed to meet the Board’s needs, if reasonable progress is being made towards compliance, and when compliance shall be demonstrated. (Ends ONLY)	☒ Yes ☐ No ☐ N/A	Explanation for “no” Response: 1. The District, through a “systems” lens, has demonstrated substantial progress in implementing strategic, robust systems and education culture change at the staff level. 2. The District continues to focus on student, family, and community feedback loop and “buy in” to the system and culture change planning and implementation. 3. Despite substantial progress and measurable improvement across multiple data points and trends, not all specific targets or Key Performance Indicators (KPIs) have been met. 4. The Board recognizes the need for continued focus on academic growth and achievement, especially for our disaggregated groups (Multilingual Learners (MLL), English Language Learners (ELL), Free and Reduced Lunch (FRL) Learners, Special Education (SpEd Learners, etc) at the secondary level. 5. The Board also recognizes the District has maintained a clear positive trajectory toward full goal achievement within Ends-1. 6. Given the positive movement in the Colorado Department of Education (CDE) accreditation status, substantial systems changes with positive movement at the elementary levels and many middle school targets, the Board has determined that reasonable progress has been made and the Ends-1 MR is in compliance for the past year. 7. However, although the Board determined Ends-1 to be in compliance for the October 2024-October 2025 monitoring period, the Board expects continued improvement at the elementary level and further systems troubleshooting at the secondary level to reverse current state accountability and District target/KPI trends, and improve student academic outcomes. 8. Ultimately, the interpretation of this policy needs to be strengthened to clearly define the threshold for compliance and/or reasonable interpretation. For example, a final interpretative statement could be: If 80% or more of all students meet or exceed grade level expectations, SSD is compliant with Ends-1. NOTE: Based on SSD current data, the interpretative statement may want to begin at “55% or more” for 2025-2026 year, “60% or more” for 2026-2027, and so on.
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D. Is the monitoring data sufficient to determine compliance status for each provision? If not, list the number with specific information needed to meet the Board's needs. (ELs, BSRs, and GPs ONLY)	☐ Yes ☐ No ☒ N/A	Explanation for "no" Response: 1. N/A
E. Are all provisions in compliance? If not, list provision number(s), specify reason(s), if reasonable progress is being made towards compliance, and when compliance shall be demonstrated. (ELs, BSRs, and GPs ONLY)	☐ Yes ☐ No ☒ N/A	Explanation for "no" Response: 1. N/A
F. Recognition of Exemplary Performance and Areas of Strength:	Response: 1. Laura Cotsapas, the Central Team, Principals, and Teacher Leaders, who have worked tirelessly to improve District-wide/Building/Grade/Subject Matter professional development opportunities for District staff over the last school year 2. Building and implementing systems to support sustainable leadership pipelines 3. Improved student discourse a. For example, Building Thinking Classrooms 4. Early recognition and proactive steps to improve student outcomes a. For example, year-2 Superintendent recognition that math curriculum was deficient in supporting all students and out-of-cycle elementary curriculum procurement helped improve year-3 growth and achievement 5. Year-3 substantial systems change resulting in improved student outcomes within most buildings 6. Great pockets of extraordinary learning but not yet systemic 7. Study session learning that supported Ends-1 MR discussion 8. Ends-1 Monitoring Report (MR) Slide 3 a. The District demonstrates substantial progress toward "every student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations" b. Key Evidence: i. 50% of district-wide achievement targets met ii. 73% of Key Performance Indicators on track iii. State "Accredited" status (58.1%) iv. 89% of schools earned "Performance" ratings (up from 67%) 9. Ends-1 MR Slide 5 a. Why compliance? i. Substantial Progress - Measurable improvement across majority of indicators ii. Educational Equity - Achievement gaps reducing; all	

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	marginalized groups showing elementary math gains iii. Robust Systems - Comprehensive improvement systems positioned for sustained success iv. Context: District set ambitious stretch goals to drive transformational change; not meeting all targets shows commitment to aspirational goals while building sustainable systems ☐ N/A - No Exemplary Performance/Strengths Noted
G. Concerns Regarding Performance:	Response: - Ends-1 is a visionary policy; is a concept to strive for; and will always have room for continuous improvement. - Ends-1 will always have areas and targets that need continued and intentional focus and improvement - Great pockets of extraordinary learning but not yet systemic - Reference section "2C" above. - Ends-1 MR Slide 3 - The District demonstrates substantial progress toward "every student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations" - Key Evidence: 50% of district-wide achievement targets met 73% of Key Performance Indicators on track - State "Accredited" status (58.1%) 89% of schools earned "Performance" ratings (up from 67%) - Ends-1 MR Slide 4 - Areas Requiring Continued Focus - Secondary Achievement: High school PSAT scores below targets (especially math) - MLL Literacy Growth: Not yet at 50th percentile across all grades - Student Discourse: Only 35% of classrooms showing robust student-to-student discourse (target: 70%) - Depth of Knowledge: Only 30% of lessons at DOK 3-4 levels required by standards ☐ N/A - No Concerns Noted
H. Identified Areas of Opportunities, Growth and Continuous Improvement Related to Performance:	Response: - Revisit compliance/non-compliance/reasonable progress process for Ends policies with respect to MRE structure (items 2.B and 2.D) (Consuelo/Lisa W will work for Oct 23 2025 meeting Consent Agenda) - Potential Consejos Task Force to look at NEP-LEP-FEP progression - Ends-1 MR Slide 3 - The District demonstrates substantial progress toward "every

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	student will demonstrate annual academic growth and achievement that meets or exceeds grade-level expectations" b. Key Evidence: i. 50% of district-wide achievement targets met ii. 73% of Key Performance Indicators on track iii. State "Accredited" status (58.1%) iv. 89% of schools earned "Performance" ratings (up from 67%) 4. Ends-1 MR Slide 4 a. Areas Requiring Continued Focus i. Secondary Achievement: High school PSAT scores below targets (especially math) ii. MLL Literacy Growth: Not yet at 50th percentile across all grades iii. Student Discourse: Only 35% of classrooms showing robust student-to-student discourse (target: 70%) iv. Depth of Knowledge: Only 30% of lessons at DOK 3-4 levels required by standards ☐ N/A - No Areas Noted
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Corrections to the Monitoring Report Required Prior To BOE Approval at Next Consent Agenda:	
1. Reformat MRE for ENDS Compliance/Reasonable Progress determination (Lisa W) ☐ N/A - No Corrections Noted	

Section 3: Additional Expectations in Preparation for Next Report Cycle:

Note: Items in Section 3 provide details to consider when preparing for next year's report. These items should not be included in the current MR as submitted to the BOE for approval in consent agenda. If no explanation is necessary, please document with "N/A".

A. Would the Board like to see additional/different evidence or formatting changes in the next monitoring report cycle? If so, please explain.	☐ Yes ☒ No	Explanation for "Yes" Response: 1. ☒ N/A - No Additional/Different Evidence
B. Does the Board see evidence which is extraneous or no longer necessary? If so, please explain.	☐ Yes ☒ No	Explanation for "Yes" Response: 1. ☒ N/A - No Extraneous/Unnecessary Evidence Noted
C. Are there any areas that the Board would like to learn more about prior to presentation of	☐ Yes ☒ No	Explanation for "Yes" Response: 1. Continue deeper dive study sessions that support Ends-1 MR discussion

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the next monitoring report cycle? If so, please describe.		a. Possibly add school-specific discussions supporting Ends-1 MR agenda items ☐ N/A - No Areas Noted
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Section 4: Advancement of Board Vision

A. Are there continued stakeholder needs (linkages, committees, advocacy, etc.) the Board should address? If so, please describe.	☒ Yes ☐ No	Explanation for “Yes” Response: 1. Continue to advocate for maintaining (as a minimum) and growing Colorado Public Education funding a. Reference Colorado General Assembly-appropriated Adequacy Study Results (SB23-287) ☐ N/A - No Needs To Address Based on this MR
B. Does the Board see the need for any part of this policy to be changed? If so, please explain and provide a recommended timeline for completion.	☐ Yes ☒ No	Explanation for “Yes” Response: 1. ☒ N/A - No Policy Changes Required