ACADEMY DISTRICT 20

2024 Accreditation & Accountability Guidelines for Schools

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Section 1: Introduction

We in Academy District 20 believe that the accreditation process should assist schools in improving student learning and achievement and ensure that legal obligations are met in a way that:

- Aligns district improvement processes into a single system of accountability;
- Encourages student-centered conversations;
- Differentiates support for schools;
- Adapts to the individual needs of sites;
- Supports growth and learning through coaching, consultation, and professional development; and,
- Presents student data in a longitudinal manner;

in order to maximize learning for both students and staff and achieve the Board Ends (Global-End: "All students will have the knowledge, skills, and character necessary for successful transition to the next level and upon graduation will be fully prepared for success.").

We further believe that the process of teaching and learning can be empirically studied and improved upon by:

- Using the predictive qualities of data;
- Focusing change in achievement levels one child at a time over time;
- Frequent progress monitoring of every student's achievement;
- Incorporating research-based best practices;
- Setting the expectation that every child can achieve the established standards;
- Working as professional, collaborative teams; and,
- Understanding the story behind the data and using it to inform instruction.

Section 2: Colorado Law and Guidelines

The Education Accountability Act of 2009 (C.R.S. 22-11-101) calls for, in part:

1. Maximizing every student's progress toward postsecondary and workforce readiness and post- graduation success;
2. Reporting fair, balanced, cumulative, credible, and useful performance data;
3. An academic performance system that is positive and focused on learning and high levels of achievement;
4. A single system of accountability built around the Colorado growth model that rewards success and provides support for improvement; and,
5. A system that holds the state, districts and schools accountable on statewide performance indicators supported by consistent, objective measures.

Section 3: Accreditation and Accountability Elements

1. **District Performance Framework (DPF)** – The aggregate School Performance data are used to determine the District Performance Framework and the resultant accreditation designation of the district. The school district enters into a contract with the state regarding the type of plan the district will implement (Appendix A).

2. **School Performance Framework (SPF)** – The SPF measures each school's attainment on three performance indicators: at the high school level academic achievement, academic growth, and postsecondary and workforce readiness and at the elementary and middle school level academic achievement and academic growth. Schools will fall into one of four SPF categories: Performance, Improvement, Priority Improvement, or Turnaround. The SPF designation assigned is equivalent to the school's accreditation category assigned by Academy District 20.

3. **Unified Improvement Plan (UIP)** – The UIP is the plan the district and all schools must submit to the state indicating how the district and schools intend to improve their performance. The plans must address, at a minimum, the information in the district and schools' SPFs.

4. **Absolutes** – The requirements of law or policy which all schools must meet.

5. **Site Plan** – All schools develop a long-range site plan every three to four years and provide updates to the district twice annually. Site plans establish each school's mission, objectives, tactics and action plans.

6. **External Review** – Each school undergoes an external review every three years. The review focuses on an area for improvement, identified by the school.

Section 4: Understanding District and School Performance Frameworks
(www.schoolview.org)

Purpose of District Performance Framework & School Performance Framework

The District Performance Framework and the School Performance Framework serve to:

1) hold districts and schools accountable for performance on a single set of indicators and measures; and,

2) inform a differentiated approach to state support based on performance and need.

These aims are a central part of the Colorado Department of Education's Statewide System of Accountability and Support and the goals outlined in The Education Accountability Act of 2009

(SB 09-163). They are critical to enabling the state to better support district evaluation, planning, decision-making, and implementation in improving schools. To support the various state, district, and school uses of the performance frameworks, both district and school performance frameworks will be provided to districts annually at the start of the school year. Each report is available in the Assistant Superintendent for administrative Services office as well as the Learning Services Assessment Department.

Key Performance Indicators

The performance frameworks measure attainment on the three key performance indicators identified in SB 09-163 as the measures of educational success: academic achievement, academic growth, and postsecondary and workforce readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. ***For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement.*** Districts will continue to accredit schools, and they may do so using the state's performance framework or using their own more exhaustive or stringent framework. In Academy District 20, the SPF designation from CDE will be equivalent to the accreditation category assigned to each school.

District Accreditation and School Plan Categories

The District Performance Framework assigns to each district one of five accreditation categories:

1) **Accredited with Distinction**: The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.

2) **Accredited**: The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.

3) **Accredited with Improvement Plan**: The district is required to adopt and implement an Improvement Plan.

4) **Accredited with Priority Improvement Plan**: The district is required to adopt and implement a Priority Improvement Plan.

5) **Accredited with Turnaround Plan**: The district is required to adopt and implement a Turnaround Plan.

The School Performance Framework assigns to each school one of four plan types:

1) **Performance Plan**: The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.

2) **Improvement Plan**: The school is required to adopt and implement an Improvement Plan.

3) **Priority Improvement Plan**: The school is required to adopt and implement a Priority Improvement Plan.

4) **Turnaround Plan**: The school is required to adopt and implement a Turnaround Plan.

Section 5: School and District Unified Improvement Plans
(www.schoolview.org**)**

State Requirements for District Plans

All districts must submit a plan that addresses how the district will improve its performance using CDE's District Unified Improvement Plan template. District 20 submits these improvement plans through CDE's electronic submission process.

For purposes of accreditation, all district plans must include the following elements:

Targets: ambitious but attainable targets that the district will attain on the three key statewide Performance Indicators (achievement, growth, and postsecondary and workforce readiness). The local school board must ensure that the targets are aligned with the statewide targets set by the State Board.

Trends: positive and negative trends in the levels of attainment by the district on the Performance Indicators.

Root Causes: root causes for each identified priority need for the district that must be addressed to raise the levels of attainment on the Performance Indicators and, if the district's schools serve students in preschool and kindergarten, to improve school readiness.

Strategies: specific, research-based major improvement strategies that are appropriate in scope, intensity, and type to address the district's root causes of any low-performance. Depending on the type of plan required, the strategies appropriate for each district will vary.

Resources: identification of local, state, and federal resources that the district will use to implement the identified major improvement strategies with fidelity.

Interim Measures and Implementation Benchmarks
Interim measures and implementation benchmarks are used to assess whether the identified strategies are having the desired performance results and whether or not the strategies are being carried out with fidelity.

Review of District Plans

As soon as a district is notified of its accreditation category, the local school board will begin to collaborate with the District Accountability Committee to develop the type of plan required by the district's accreditation category (i.e., a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable).

Performance and Improvement Plans

Local school boards that are required to submit a Performance or Improvement plan will only need to submit their plans in January if the district is required to submit a plan to comply with federal requirements (i.e., ESSA, Title I, IIA or II program improvement and/or corrective action requirements). The CDE will review those plans to ensure they meet federal planning requirements.

Districts will submit final plans no later than October 15th to the Department for publication on www.schoolview.org.

State Requirements for School Plans

Academy District 20 schools on a Performance Plan will submit plans, every other year, unless the school is approaching in overall Academic Achievement or Academic Growth. If a Performance Plan school has an approaching rating, a UIP will be required that year, regardless whether a UIP was completed the previous year. District 20 schools on an Improvement, Priority Improvement, or Turnaround Plan will submit a UIP annually. Each school's plans will address how the school will improve its performance using CDE's District School Improvement Plan parameters. District 20 submits these plans to CDE electronically. All school plans must include the following elements:

Targets: ambitious but attainable targets that the school shall attain on the three key statewide Performance Indicators (achievement, growth, and postsecondary and workforce readiness). The local school board must ensure that the targets are aligned with the statewide targets set by the State Board.

Trends: positive and negative trends in the levels of attainment by the school on the Performance Indicators.

Root Causes: root causes for each identified priority need that must be addressed to raise the levels of attainment on the Performance Indicators and, if the school serves students in preschool and kindergarten, to improve school readiness.

Major Improvement Strategies: specific, research-based improvement strategies that are appropriate in scope, intensity and type to address the school's root causes of any low-performance. Depending on the type of plan required, the strategies appropriate for each school will vary.

Resources: identification of local, state, and federal resources that the school will use to implement the identified strategies with fidelity.

Interim Measures and Implementation Benchmarks
Interim measures and implementation benchmarks are used to assess whether the identified strategies are having the desired performance results and whether or not the strategies are being carried out with fidelity.

Review of School Plans
As soon as a school is notified of the type of plan required, the principal and superintendent will begin to collaborate with the School Accountability Committee to develop the Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable.

Priority Improvement and Turnaround Plans
For schools that are required to submit a Priority Improvement or Turnaround plan, local school boards must adopt a plan no later than mid-January of the school year in which the school is directed to adopt such a plan. All schools must use the School Unified Improvement Plan template/parameters to address the requirements for a Priority Improvement or Turnaround plan and to address any other applicable federal planning requirements.

Academy District 20 Accreditation and Accountability Elements/Timeline

(Dates are tentative and reflective of past practice. They are subject to change based on CDE timelines. See Appendix B, C and D)

Month	State Element	District Element
June - August	**CMAS/CO SAT/PSAT:** Release of scores	**CMAS/CO SAT/PSAT:** District releases scores to schools
August - September	District/School Performance Framework (DPF/SPF) and District and School Data Resource Reports: 1) Release of draft District/School Performance Frameworks (DPF/SPF) categories (Performance; Improvement; Priority Improvement; or Turnaround) 2) Release of UIP template	School Performance Framework (SPF) and School Data Resource (SDR's)Reports: SPF's released to schools Unified Improvement Plan (UIP): UIP template released to schools
September	Unified Improvement Plan (UIP): Release of UIP template pre-populated with each district and school's preliminary accountability results.	School Accreditation: School Accreditation categories (based on SPF plan designations) submitted as information to DAC and for resolution to the Board of Education. Unified Improvement Plan (UIP): Schools work with staff & SAC on their UIP/SIP

Month	State Element	District Element
		External Reviews: External Reviews run from end of September to early November. All schools undergo an external review every three years.
October		School Accreditation: School Accreditation categories submitted to state by mid-October as per CDE published date. Appeals of School Performance Plan designations, if any, submitted to CDE by mid-October per CDE published date. **Site Plan & UIP:** SACs review site plan and UIP/SIP. Schools update site plans twice a year and undergo a full review every three years, with an option to extend to a fourth year. Site Plan & UIP: Site Plans, UIP's/SIP's & DIP presented to BOE. District/schools submit UIP's and DIP to state by Oct. 15th (as per published CDE date) if on priority or improvement; or, corrective action through ESEA Title I, IIA, and/or III.
Month	State Element	District Element
Sept.-Oct.	School Performance Framework (SPF): State considers any appeals submitted and makes final determination of School Performance Plan designations. Final pre-populated UIP templates re-released with updated accountability information.	Site Plan, UIP and District Improvement Plan (DIP): DAC reviews schools' site plans, UIP's/SIP's, and DIP.
December	School Performance Framework (SPF): SPF's/DPF's published on School*View* for the public. State Board of Education finalizes school plan type assignments.	Site Plan, UIP and District Improvement Plan (DIP): DAC reviews schools' site plans, UIPs/SIP's, and DIP (if a second day is needed).
January		
February		
March		

April	SPF & UIP published on SchoolView.org – this may change to earlier in the year depending on CDE's timeline.	
May		School site plans updated. Absolutes completed by schools.

Section 6: The Absolutes

Accreditation absolutes are requirements of state law or District 20 policy which all schools must meet. The categories are those defined by Robert Marzano in _What Works in Schools: Translating Research into Action_ (ASCD, 2003). Absolutes categories include:

1. Guaranteed and Viable Curriculum
Providing students with a guaranteed and viable curriculum has a high correlation with student achievement. The factors in this area include the opportunity and time to learn as well as a clearly articulated curriculum.

2. Challenging Goals and Effective Feedback
Having high expectations, setting academic goals with students, monitoring these goals, and providing students with timely and ongoing feedback positively impacts student achievement.

3. Parent and Community Involvement
The extent to which parents and community members are involved impacts a school's overall effectiveness. Communication, participation, and governance are all important components in successful involvement.

4. Safe and Orderly Environment
Students and staff need to feel safe in order to excel. Establishing clear rules for behavior and holding students accountable is important in maintaining a safe and orderly environment.

5. Collegiality and Professionalism
The manner in which educators interact and the degree to which they approach their work as professionals impacts the learning environment of the school.

Absolutes are verified by principals with members of their School Accountability Committee and submitted annually to the Assistant Superintendent for Learning Services. Principals' direct supervisors also review the Absolutes supporting documentation.

Please enter the name of your school:

1. Guaranteed and Viable Curriculum (Opportunity and Time to Learn)		
	Yes	No	Answer

Standard-based ENDS 1.0, 1.1	School curriculum is based on Colorado Academic Standards.	Curriculum is not standards-based.	
Standard-based ENDS 1.0, 1.2 Character Education ENDS 1.2 **Elementary and Secondary Education Act (ESEA)**	School is progressing toward full implementation of a Multi-Tiered System of Supports (MTSS) that improves outcomes of every student through a collaborative, data-based problem-solving approach using a layered continuum of evidenced-based practices as demonstrated by ongoing self-assessment, observation, and reflection (using the MTSS Framework Essential Actions). • A Culture of Collective Responsibility • Tier 1 Teacher Team Essential Actions • Tier 1 Schoolwide Essential Actions • Tier 2 Teacher Team Essential Actions • Tier 2 Schoolwide Essential Actions • Tier 3 Schoolwide Essential Actions • Tier 3 Intervention Team Essential Actions	School is not progressing toward full implementation of a Multi-Tiered System of Supports (MTSS).	
Standard-based ENDS 1.0, 1.2 Character Education ENDS 1.2	School is progressing toward full implementation of a Professional Learning Community (PLC) that uses an ongoing process of educators working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for all students as	• School is not progressing toward full implementation of a Professional Learning Community (PLC).	

	demonstrated by ongoing self-assessment, observation, and reflection (using the Strategy Implementation Guide (SIG) Anchor Statements and Elements). **Meet in Meaningful Teams to Improve Professional Practice and Optimize Student Learning** • Ensure commitments are in place, driven by shared mission, vision, and values • Establish, monitor, and reflect on SMART goals • Utilize effective and efficient processes to ensure best use of time and resources • Engage in recurring cycles of collective inquiry and action research **Implement a Guaranteed and Viable Curriculum, Unit by Unit PLC** • Identify and unwrap priority and supporting standards and determine essential learnings and success criteria • Establish and utilize a curriculum map, scope and sequence, and pacing guide • Communicate essential learnings and success criteria with students and stakeholders Develop and Utilize		

	Common Formative and Summative Assessments to Monitor Student Learning - Develop common summative and formative assessments focused on essential learnings - Determine mastery and scoring criteria - Administer common assessments and provide actionable feedback to students Plan Instruction for Engaging and Rigorous Learning, Accessible to All Students - Deliberately plan for rigorous, engaging, and differentiated learning Analyze and Respond to Data by Student Name and Need - Prepare for and utilize a structured process for data conversations - Identify and plan for instructional next steps, interventions, and enrichments across tiers - Identify and plan for instructional and curricular improvement based on the results - Ensure follow-through in response to student results	
Legal Requirements	School meets federal and state requirements for ICAP's, IEPs, ELP's, 504 plans, and READ Plans.	Does not meet federal and state requirements.

Character Education ENDS 1.2	School has a character education plan that: • is school wide; and, • meets criteria established by policy.	The school does not have a character education plan or the plan: • is not school wide; and, • does not meet criteria established by policy.	
ENDS 1.0, 1.1	School follows Standards Review and Curriculum Adoption Process, Policy IIAC and procedures IIAC-R-1, IIAC- R-2, IIAC-E-1, IIAC-E-2, IIAC-E-3, and IIAC-E-4	School does not follow policy.	
2. Challenging Goals and Effective Feedback			
	Yes	No	
Student Learning Plans	Students have written, individualized plans (IEP's, ALP's, READ Plans, ELP's, 504's) that meet federal and state legal requirements, rules, and guidelines	No plans are in place.	
Measurement of achievement and growth ENDS 1.0, 1.1	School effectively measures each student's progress toward mastering the standards.	No data is available.	
READ Act and School Readiness Act	School complies with READ Act (Elmentary and Secondary) and School Readiness Act (Elementary Only)	School is not in compliance.	
CDE Procedures Manual	School ensures that any eligible student is not excluded from taking any of the state assessments to include CMAS, COAlt, WIDA ACCESS, Colorado PSAT and SAT.	Students are wrongfully excluded.	
CDE Procedures Manual	School ensures that any eligible student is not excluded from taking any of the state assessments to include CMAS, COAlt, WIDA ACCESS, Colorado PSAT and SAT.	Allowable accommodations are not properly provided and/or documented.	

	Yes	No	
CDE Procedures Manual	School ensures and documents that all CMAS, COAlt, WIDA ACCESS, Colorado PSAT and SAT proctors and building administrators are trained by either the District Assessment Director or the School Assessment Coordinator.	No documentation or training occurred.	
3. Parent and Community Involvement			
	Yes	No	
School Accountability Committee – creation & membership C.R.S. 22-11-301	Committee with prescribed makeup and prescribed terms exists as required by law, meets at least quarterly.	No committee is performing such duties.	
School Accountability Committee – Encouraging parent involvement C.R.S. 22-7-301, 22-11-302, 22-11-402and D-20 Policy KB	Schools consult with and encourage parents to share in school and district planning through participating in school and district accountability committees.	Schools do not consult with and encourage parent involvement in school or district accountability committees.	
School Accountability Committee – Powers and Duties C.R.S. 22-11-301	Quarterly meetings are held which discuss items required by law: student achievement, reporting on the educational performance of the school including data, recommendations regarding prioritization of expenditures, and safety issues.	No meetings are held.	
School Accountability Committee – Prioritization of	SAC recommends budget priorities to the principal. A copy of such recommendations is sent to the district	No recommendations are made or forwarded.	

school expenditures C.R.S. 22-11-402	accountability committee and BOE as required by law.		
Community Communications EL 2.2	School informs parents of discipline policies, procedures, calendar, and activities via student handbook, newsletter, website and or 20Alert.	Parents are not informed of discipline policies, procedures, calendar and activities via student handbook, newsletter, website and/or special delivery.	
Discipline policy EL 2.1, 2.2	School annually distributes to each student a student handbook, requiring parental signature of receipt, which outlines the student discipline policy and any changes to the policy.	School does not distribute the student handbook and or obtain parent signature.	
Discipline policy EL 2.1, 2.2	School ensures that a copy of the student discipline policy and any significant changes to it are communicated to students and parents and are available for inspection in each school building and on the district's web site.	Changes to policy are not communicated. Policy is not posted on the website.	
Disclosure of information EL 2.1, 2.2	School complies with legal requirements concerning disclosure of student information to federal and state agencies.	School does not comply with legal requirements concerning disclosure of student information to federal and state agencies.	

4. Safe and Orderly Environment	

	Yes	No	Answer
Crisis comm. plan, per C.R.S. 22-32-109.1 (4) EL 2.1(4) EL 2.2 EL 2.3	Staff, parents, law enforcement agencies, and emergency service agencies are informed of the written crisis plan for the school. Radio communication system is in place that continuously links school to district. Schools use the Department	No plan in place to notify appropriate agencies OR plan exists, but staff & parents not informed how plan works OR radio	

	of Safety and Security as their single point of contact in an emergency. 20Alert is used to notify parents and staff of emergencies.	communication is inadequate. 20Alert and single point of contact not in use.	
School Emergency Response Framework per 22-32-109.1 (4) EL 2.1(4) EL 2.2 EL 2.3	The school has an emergency response plan which includes the following components as a minimum: Prevention/Mitigation • A statement of how the Safe2Tell program is implemented at the school; • A list of staff trained in the district threat assessment process (Dewey and Sheras model); • Completed risk analysis worksheets; and, • The school has a written bullying plan that staff and students understand and on which they have been trained. Preparedness • A list of safety team members is organized according to incident command principles, and team members know their specific duties in an emergency. • A list of first aid/CPR certified personnel. • An inventory of grab and go bag contents for each school semester.	No emergency plan OR the plan lacks the required components OR there is no evidence of training, drills and tabletop exercises (after-action reports). School does not have a written bullying prevention plan OR students and staff do not understand the plan OR students and staff have not been trained in the plan. Safety team member lists are missing Or are not organized in accordance with incident command principles OR logs of trained personnel are not kept OR inventory of grab and go bags are missing OR after action reports are not	

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	- A log containing planned dates for monthly fire and/or evacuation drills, tornado drills (spring semester), lockdown drills (fall and spring semester) - After-action reports for each drill - After action report for a minimum of one tabletop exercise conducted in conjunction with the security department and/or law enforcement. Response - A specific plan is in place for each of the standard emergency response procedures including reverse evacuation, secure building, tornado shelter, lockdown, evacuation. A plan includes how each response procedure will be communicated, command post location and incident command team member duties. - A written safety plan and a secondary evacuation site is on record in the Department of Safety and Security, and staff members know what to do for: (1) accidents; (2) serious	submitted for each required drill or tabletop exercise. Safety team members have not completed basic district emergency response training and IS 100sc either on line or in the classroom. Placards which indicate evacuation and shelter locations with alternates are not posted in each classroom and regularly occupied office. Placards which list classroom staff duties for each of the standard emergency response procedures are not posted in each classroom or regularly occupied office.	

	assaults; (3) bomb threats; (4) kidnapping; (5) death at school; (6) suicide attempts/threats; (7) gang altercations; (8) weapons possession; and (9) violation of school policy or State law. • A specific plan for student reunification. Plan to include a how the response procedure will be communicated, command post location and incident command team member duties. • A list of staff and students who may need special assistance in an emergency. • An after action report for each time one of the standard emergency response protocols is implemented. Recovery • A list of staff trained in the PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) model for crisis recovery is in place. • A plan for responding to students and staff during a time of grief is in place. • A plan for communicating the		

	fact of a student death to students and staff is in place. • A plan for communicating the fact of a death to the school parents and community and explaining how the school is responding is in place.		
Building Floor Plans EL-1.4 (4)	Current building floor plans are given to the Department of Safety and Security annually.	Floor plans either are not on file at the Department of Safety and Security or are not current.	
EL-1.5 (6)	Administration monitors and controls student access to and utilization of electronically distributed information.	School does not monitor and control student access.	
Technology policy JS which includes Student Use of the Internet and Electronic Communications Agreement JS E-1	School will provide guidance and instruction to all students in grades K-12 for age-appropriate Internet use including digital citizenship and media literacy.	School does not provide guidance and instruction to all students in grades K-12 for age-appropriate Internet use including digital citizenship and media literacy	
Sustainability Plan EL 2.5	Each school will have an approved sustainability plan.	School does not have an approved sustainability plan.	
5. Collegiality and Professionalism			
	Yes	No	
Professional Learning is conducted as	Learning takes place in these areas:	One or more of the required elements from	

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prescribed by state law and according to job function	• new teacher mentoring; • administrator induction; • hazardous materials handling; • universal precautions; • CPR; • child abuse/neglect; • supervision and evaluation; • alcohol/drug-free workplace; • non-discrimination/equal opportunity; • sexual harassment; • supervision, negligence, liability of school personnel; and, • staff concerns and complaints.	the list to the left is absent.	

Section 7: Site Plans

Academy District 20 utilizes a strategic planning model for site planning. This model calls for schools to use the site planning process as their roadmap to attain student achievement objectives. The site plan must be a living, breathing document. While the objectives and tactics are written to be long term and strategic, the action plans should be continuously updated to reflect the day-to-day work of the school.

To monitor progress, the District Accountability Committee reviews each school's site plan and provides them with feedback annually. Schools update their plans at least once each year and conduct a full review with an outside facilitator (or facilitation team) at least once every three to four years (See Appendix E). Schools can build their budgets to provide for site plan needs as well as request additional resources of the EAC that may include consultation, coaching, or professional development.

Information from the School Performance Framework and the School Improvement Plan should be integrated into the site plan as appropriate.

Site plans include:
• the district's mission statement;
• student long-range objectives;

- tactics or strategies that the staff engage in to meet the objectives; and,
- annual action plans.

Strategic Objectives: Objectives are written as an uncompromising commitment to achieve specific, measurable, observable, and demonstrable results for *all* students that exceed the school's present capacity. The objectives are closely aligned to the School Board Ends policy statements.

Tactics: Tactics are bold resolutions that dedicate the organization's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives.

Action plans: Action plans describe the detailed actions the school will take in a given year in order to achieve each tacticSection 8: External Review

The purpose of the External Review Process is to provide schools with a "fresh set of eyes" to assist them in achieving Board Policy 1.0 Ends by monitoring their progress toward obtaining school objectives in a way that:

- Validates the gains made in student achievement;
- Reviews the journey the school has taken to ensure student and staff learning;
- Affirms the path the school is on and the direction the school is headed;
- Challenges current practice/thinking/assumptions; and,
- Inspires ongoing growth, reflection and continuous learning.

Specifics of the External Review
(See Appendix F)

In the year prior to the external review, each principal's supervisor provides consultation to the school, using the Accreditation Framework as a guide. The principal's supervisor also assists the school in determining and securing ongoing coaching and professional development as the school identifies needs that arise from using the Accreditation Framework (See Appendix C) and the school site plan.

Questions and Answers about the External Review Team (ERT) visit:

1) Who is on an external review team?

The ERT will consist of 4 to 6 people that the principal chooses in consultation with his/her supervisor, who are not a part of the school. At least one member must be from outside of District 20. A principal's supervisor who is not the supervisor of the school undergoing review will facilitate (although not participate in) the external review. The team could be comprised of any combination of the following:
- content expert(s);
- teacher(s);

- community leader(s);
- parent(s);
- building administrator(s); and,
- EAC (Education and Administration Center) TOSA(s) or administrator(s).

2) How do we prepare for our external review process – areas of focus, work with staff and PSSG beginning the semester prior to the external review?

Begin preparing for the external review process the semester prior to the external review team visit. The timeline below can be used as a guide to assist principals in planning.

Fall (a year before school review) – Volunteer to serve on another colleague's external review (it is helpful to experience the process firsthand prior to going through it).
- January/February - Meet with principals who had a review in the fall to discuss what did/did not work well.
- February-April - Work with the school staff and the PSSG to identify the broad topic area for the review and a draft of essential questions. (Note: use the accreditation template and the school site plan to assist in finding areas of focus). Focus areas ought to be those areas that another set of eyes can best help to leverage student learning.
- May- September - Finalize all aspects of the external review process, working collaboratively with your PSSG.

3) What does a visit look like?

During the ERT visit, the school staff will tell the story of their journey toward attainment of the Board Ends. This will include a focus area with specific questions to guide the work of the ERT. Schools have found that fewer questions around a single area of focus works best.

Sample Essential Questions:
a) What can we do to improve our Tier II intervention strategies?
b) Our Free and Reduced Lunch students continue to have a significant achievement gap when compared to all other subgroups. What classroom strategies and/or professional development would you recommend to help us close this gap?
c) Our teachers would like specific guided reading strategies to improve reading instruction for all students. Please observe classes today and let us know what you see that is going well, and areas we might improve.
d) We have been focused on math for three years and are not seeing the gains we'd like to see. What are five things that, if we began them tomorrow, would give us the greatest gains in math in the next year?
e) Our classroom teachers have expressed a need for expanding their strategies in working with special populations (SPED, TAG, ELL, etc.). What programs, strategies, and/or professional development would improve classroom teachers' knowledge of and comfort with teaching special populations?

The ERT will engage the school in a conversation about the information presented. To engage in meaningful conversations, ERT members will ask essential questions and respond to the school's focus questions.

4) How often and when does an ERT visit occur?

A school should host an ERT at least once every three years (see Appendix G). A school may choose to host an ERT more frequently. The school should choose a date in the year of their external review during September and October. The team will spend a full day with the school.

5) What will the school receive when the visit is over?

The ERT team will provide the school with written responses to the school's focus questions, and address commendations and recommendations. It is the intent of the report to:

- Validate the gains the school has made in student achievement;
- Review the journey the school has taken to ensure student and staff learning;
- Affirm the path the school is on and the direction the school is headed;
- Challenge current practice/thinking/assumptions; and
- Inspire ongoing growth, reflection and continuous learning.

6) What will the school do after the visit and the report is shared? How will the recommendations be implemented at the school? Consider: (See Appendix F)

   a.) How will they inform Site Plans, SIP's, and your goals?
   b.) How will the process work? Who will be responsible for making it happen? What is the timeline?
   c.) Questions and recommendations from all external reviews are shared with all principals as a resource for their own work should topics be relevant and recommendations useful to their planning processes.
   d.) Schools will complete the follow-up template (Appendix F) and share plans with their supervisors no later than January following their external review.

APPENDIX A
CDE Accreditation Contract

1. **Parties**
   This contract is between the local school board for [*School District Name*], hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

2. **Length of Contract**
   This accreditation contract shall have a term of one year.

3. **Renegotiation**
   The contract may be renegotiated at any time by the parties, based upon appropriate and reasonable changes in circumstances upon which the original terms of the contract were based.

4. **Attainment on Performance Indicators**
   The District will be responsible for overseeing the academic programs offered in its schools and ensuring that those programs meet or exceed state and local expectations for levels of attainment on the four statewide performance indicators, as specified in 1 CCR 301-1.

5. **Adoption and Implementation of District Plan**
   The District shall create, adopt and implement a Priority Improvement Plan, as required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1.

6. **Consequences of Continued Low-Performance**
   Based on the 2017 District Performance Framework, the District will enter Year 1 of Accredited with Priority Improvement Plan. If the District continues to perform at a level that results in being Accredited with a Priority Improvement Plan or Turnaround Plan in following years, the State Board will direct the District to take significant action, in accordance with section 22-11-209, C.R.S.

7. **Accreditation of Public Schools and Adoption and Implementation of School Plans**
   The District will implement a system of accrediting all of its schools. The system shall include accreditation categories that are comparable to the accreditation categories for school districts specified in section 22-11-207, C.R.S, meaning that the District's accreditation system shall emphasize school attainment of the four statewide performance indicators, as described in 1 CCR 301-1, and may, in the District's discretion, include additional accreditation indicators and measures adopted by the District. The District's accreditation system also may include additional measures specifically for those schools that have been designated as Alternative Education

Campuses, in accordance with the provisions of 1 CCR 301-57. The District will ensure that plans are implemented for each school in compliance with the requirements of the State Board pursuant to 1 CCR 301-1. Schools that continue to perform at a level that results in being required to adopt a Priority Improvement or Turnaround Plan will be subject to restructuring or closure, in accordance with the provisions of section 22-11-210, C.R.S.

8. **Accreditation of Online Schools**
The District will implement a system of accrediting its online schools, as defined in section 22-30.7-102(9.5), C.R.S. This system shall emphasize the online school's attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as alignment to the quality standards outlined in section 22-30.7-105(3)(b), C.R.S., and compliance with statutory or regulatory requirements, in accordance with section 22-30.7-103(3)(m) C.R.S. This system may, in the District's discretion, include additional accreditation indicators and measures adopted by the District.

9. **Substantial and Good-Faith Compliance with Applicable Statutes, Regulations, and Department Policies and Procedures**
The District will substantially comply with all statutory and regulatory requirements applicable to the District and Department and all Department policies and procedures applicable to the District, including, but not limited to, the following:
the provisions of article 44 of title 22 concerning budget and financial policies and procedures;
the provisions of article 45 of title 22 concerning accounting and financial reporting; and
the provisions of section 22-32-109.1, C.R.S., concerning school safety.

10. **Consequences for Non-Compliance**
If the Department has reason to believe that the District is not in substantial compliance with one or more of the statutory or regulatory requirements applicable to the District, the Department shall notify the District that it has ninety (90) days after the date of notice to come into compliance. If, at the end of the ninety-day period, the Department finds the District is not substantially in compliance with the applicable statutory or regulatory requirements, meaning that the District has not yet taken the necessary measures to ensure that it meets the applicable legal requirements as soon as practicable, the District may be subject to the interventions specified in sections 22-11-207 through 22-11-210, C.R.S. If the District has failed to comply with the provisions of article 44 of title 22 or article 45 of title 22, the District does not remedy the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of students enrolled in the District public schools, the Department may recommend to the State Board that the State Board remove the District's accreditation (see also 22-11-206 C.R.S.).

If the Department determines that the District has substantially failed to meet requirements specified in this accreditation contract and that immediate action is required to protect the interests of the students and parents of students enrolled in the District's public schools, the Department may change the District's accreditation

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category prior to conclusion of the annual performance review. When the Department conducts its annual performance evaluation of the District's performance, the Department will take into consideration the District's compliance with the requirements specified in this accreditation contract before assigning the District to an accreditation category.

11. **Monitoring Compliance with Contract**

    For purposes of monitoring the District's compliance with this contract, the Department may require the District to provide information or may conduct site visits as needed.

12. Signatures

Local School Board President

_____   _____

Signature   Date

District Superintendent

_____   _____

Signature   Date

Commissioner of the Colorado Department of Education

_____   _____

Signature   Date

Colorado State Board of Education Chairman

_____   _____

Signature   Date

APPENDIX B

School Accreditation & Plan Submission Flowchart

An updated flowchart will be added once CDE releases those documents

APPENDIX C
Accreditation Framework

The framework is a tool that schools can use to prompt student-centered conversations. The framework for accreditation should be something schools use all of the time and not just for accreditation purposes. It aligns the Board Ends with site planning and school improvement planning, and it creates conversation about student achievement on an ongoing basis. The framework:
- Provides schools a vehicle for focusing on student learning;
- Suggests opportunities for coaching and consultation to help each school grow toward attainment of student learning objectives;
- Stimulates student-centered conversations and collaborative learning structures (e.g. PLC's) in every school;
- Facilitates alignment of student learning, accreditation, school improvement planning, and site planning into a coherent process that serves the needs of each school;
- Indicates areas for ongoing professional development; and,
- Provides information for inclusion in the School Improvement Plan.

The framework uses six questions. It begins with Rick DuFour's questions:
- What do we want students to know and be able to do?
- What evidence will we accept that they have learned it?
- What will we do when students have already learned it?
- What will we do when students have not learned it?

In addition, it adds two additional questions to incorporate site planning:
- Where are students now, and what are our goals for their growth over the next three years? (site plan objectives; Unified Improvement Plan targets)
- What do we want staff to know and be able to do in order to meet our student goals? (site plan tactics)

The questions (above) intersect with the Board Ends statements (below):

1.0 Global Ends Statement: All students will have the knowledge, skills, and character necessary for successful transition to the next level and upon graduation will be fully prepared for success.

1.1 Knowledge and skills: All students will show annual growth toward increasing levels of academic proficiency, across all content areas, by meeting or exceeding Colorado academic standards and District 20 graduation requirements and will identify and pursue their areas of personal interest and ability. Accordingly, students will be proficient in the following learning skills.
1.1.1 Effective use of tools, techniques and technologies,
1.1.2 Critical and innovative thinking,
1.1.3 Problem solving,
1.1.4 Appropriate, creative and effective communication

1.2 Character: All students will develop the qualities of character necessary to be exemplary citizens and positive contributors to society.

Accordingly, students will consistently demonstrate:

1.2.1 Compassion	1.2.6 Courage
1.2.2 Excellence	1.2.7 Honesty
1.2.3 Citizenship	1.2.8 Responsibility
1.2.4 Respect	1.2.9 Integrity
1.2.5 Hope	1.2.10 Perseverance

Accreditation Framework - Rubric

What do we want students to know and be able to do? Global End 1.1: All students will have the knowledge, skills, and character necessary for successful transition to the next level and upon graduation will be fully prepared for success. (See also Common Core Standards)	What evidence will we accept that they have learned it? (e.g. student work samples, body of evidence, etc.) What difference is it making in students' lives?	What will we do when students have already learned it?	What do we do when students have not learned it?	Where are our students now and what are our goals for their academic performance over the next 3 years? (articulate in site plan objective & SIP targets)	What do we want staff to know and be able to do in order to meet our student goals? (articulate in site plan Tactics and SIP Priority Needs, Improvement Strategies and Resources)
Knowledge/Academic Achievement (1.1): All students will show annual commensurate growth toward increasing levels of academic proficiency, across all content areas.	Math: Science: Reading: Writing: Social Studies:				
Learning Skills (1.1 continued): Accordingly, students will be proficient in: • Using tools, techniques and technology to enhance their lives; • Critical thinking; • Problem solving; • Communicating appropriately, creatively and effectively;					

• Understanding their individual and corporate value; • Taking initiative and being responsible for personal decisions and actions; and, • Making informed decisions based upon examination of multiple perspectives of an issue.				
Character (1.2): All students will develop the qualities of character necessary to be positive contributors to society. Students will consistently demonstrate: • Compassion • Respect • Courage • Excellence • Hope • Honesty • Citizenship • Responsibility • Integrity • Perseverae				

DuFour, Richard & Eaker, Robert. (1998). *Professional learning communities that work: Best practices for enhancing student achievement*. Bloomington: IN: National Educational Service. *see attached Sample Coaching Questions (Appendix D)

APPENDIX D

Sample Coaching Questions

Purpose:
The purpose of these questions is to engage professional educators in conversations that improve learning for students. In the spirit of coaching, these questions may be used to guide conversations between 1) the principal's supervisor and the principal; 2) the principal and staff; and 3) staff with other staff. These will be helpful in discussing the Framework for Accreditation and in informing focus areas for site planning.

Knowledge/Academic Achievement (E 1.1)

- For each state assessed content area, which students remained at their current level? Which students moved up within a level? Which students moved up to a new level? Which students fell behind?
- What interventions/strategies do you have in place to bring any *low performing* students to move closer to the performance of their peers? ("catch-up")?
- What interventions/strategies do you have in place to ensure that students do not lose ground? ("keep-up")
- What interventions/strategies do you have in place to ensure that students continue to advance from where they are to the next level of achievement? ("move-up")

Other Assessments:
- What body of evidence is being used to show progress of students over time?
- How are assessment results from the body of evidence used by teachers to inform instruction?
- How are assessment rubrics developed and used in classrooms?
- How is growth in non-state assessed areas being gauged (PE, art, music, social studies, world languages, etc.)?
- How is student progress being monitored for students in non- state assessed grades?

Curriculum/Instruction/Professional Development:
- What changes have been made to curriculum and/or instruction as a result of mapping the curriculum in each content area to standards?
- Do student exemplars for various content areas exist (e.g. a partially proficient, proficient and advanced student papers in writing) in each grade? How are teachers using these exemplars?
- What is being done to ensure students meet or exceed content standards?
- Are there specific students or subgroups that are not making the gains?
- What adjustments have been made to address the gaps?
- What is the focus and result of vertical and horizontal articulation (i.e. within grade levels, between grade levels, and with the next level of schooling)?
- How is the MTSS model being used? What difference is it making? What is the evidence?
- What professional learning plan is in place to increase teacher knowledge of and comfort with implementing research-based instructional practice?

Learning Skills (E 1.1)

- How do teachers plan instruction for the 21st century learner?
- How do students demonstrate and teachers assess the use of tools, techniques and technology?
- How do students demonstrate and teachers assess critical thinking skills?
- How do students demonstrate and teachers assess problem solving skills?
- How do students communicate appropriately, creatively, and effectively and how do teachers assess this?
- How do students demonstrate, and teachers assess, understanding of individual and corporate value?
- How do students take initiative and demonstrate responsibility for personal decisions and actions, and how do teachers assess this?
- How do students examine multiple perspectives of an issue, and how do teachers assess this?

Character (E 1.2)

- What difference is the school's character education making? What quantitative and qualitative data support conclusions?
- What examples can be provided that students are developing each of the following character traits:
  - Compassion
  - Excellence
  - Citizenship
  - Respect
  - Hope
  - Courage
  - Honesty
  - Responsibility
  - Integrity
  - Perseverance
- What do students self-report about their own acquisition of these character traits?
- How does the staff develop and promote a healthy school culture?
- How do students describe the school's culture?
- How does staff exemplify the character traits they seek in students?
- How does the staff use the Character and Climate survey results to address culture and student learning?

School Improvement Plan (SIP) Questions

- What positive and negative trends in each of the key performance indicators (academic achievement, academic growth, and postsecondary readiness) are evident from the data (School Performance Frameworks, Data Resource Reports, etc.)?
- Based on the data, prioritize needs.
- What root causes can be identified in these prioritized needs? A cause is a 'root cause' if: 1) the problem would not have occurred if the cause had not been present; 2) the problem will not reoccur if the cause is dissolved; and 3) correction of the cause will not lead to the same or similar

problems. Use multiple data sources to verify the root causes and focus on those things over which you have control.

- If the school did not meet previous year's SIP performance targets, in what areas did it fall short?
- How do your major improvement strategies address your identified root causes?

APPENDIX E
Site Plan Revision Schedule (2024-2025)

Schools (3-4 yr)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Academy Endeavour		COVID		Sept. 19 & 20th (Harris /Romero)		
Academy International	Sept 19 & 20 (Campbell / Holt)				Sept. 28th & 29th (Killingsworth & Ebbens)	
Antelope Trails			Feb. 2022			
Chinook Trail		COVID	Sept 7 & 8 (Gorsch/ Killingsworth)			24-25
Discovery Canyon K12				Jan. 12th & 13th (Gorsch /Koselak /Morey)		Aug. 29th & 30th
Douglass Valley	Sept 18 & 19 (Field/Alvarez)				July 27th & 28th (Allan & Cortez)	
Edith Wolford			Sept 23 & 24 (Lang/Ruskin)			
School in the Woods	Nov 7 & 8 (Smith, J. /Alvarez)				Oct. 5th & 6th (Romero & Lester)	
Encompass Heights				Jan 19th & 20th (Field/Patterson)		
Explorer	January 22 & 23 (Smith, B./Peak)				Sept. 12th & 13th (Koselak & Morey)	
Foothills	Nov 21 & 22 (Smith J./Gorsch)				Nov. 8th & 9th (Harris & Morey)	
Frontier		COVID	Nov. 9 & 10 (Smith, B. /Koselak)			24-25
High Plains		COVID	Nov 11 & 12 (Patterson/Harris)			
Home School Academy	March 18 & 19 (Field/Lang)			Apr. 27th & 28th (Smith & Gorsch)		
Legacy Peak				Sept. 21st & 22nd (Ruskin/Romero)		
Mountain View		COVID	Feb. 25 (Smith, J.)			
New Summit			Nov 2 & 3 (Patterson /Romero)			24-25
Pioneer	Oct 10 & 11 (Gorsch /Smith, J.)				Sept. 25th & 26th (Patterson & Bierman)	
Prairie Hills		COVID	Sept 22 &23			

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
			(Field /Wahlstrom)			24-25
Ranch Creek				Nov. 1st & 2nd (Lang/ Wahlstrom)		
Rockrimmon			Sept 14 &15 (Field/Harris)			
The da Vinci Academy		COVID	Oct 11 & 12 (Allan/Koselak)			24-25
Woodmen-Roberts				Sept 26th & 27th (Koselak/Driver)		
Challenger		COVID	Feb 8 & 9 (Smith J./Ruskin)			
Chinook Trail MS			Nov 2 & 3 (Smith J. /Gorsch)			
Eagleview	Nov 7 & 8 (Smith, B. /Patterson)				Sepy. 7th & 8th (Smith & Gorsch)	
Mountain Ridge	Nov 5 & 6 (Holt/Campbell)				Nov.1st & 2nd (Field & Driver)	
Timberview	Sept 25-26 (Lang/Patterson)				Sept. 19th & 20th (Ruskin & Lang)	
Village Middle School				Oct. 26th & 27th (Allan/ Koselak)		
Air Academy		COVID		Sept. 29th & 30th (Gorsch /Killingsworth)		
Aspen Valley Campus		COVID	January 4 & 5 (Smith J., Lang)			24-25
Liberty		COVID	Nov 2 & 3 (Allan /Wahlstrom)			
New Opportunity Programs		COVID	Oct 5 & 6 Gorsch/ Killingsworth)			
Pine Creek		COVID	Feb 16 & 17 (Smith, B. /Ruskin)			
Rampart				Oct. 12th & 13th (Allan/Koselak)		
TCA					23-24	
Village				Oct. 10th & 11th (Smith /Killingsworth)		
Departments (5 yr.)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	

Central Registry					24-25
Communications					24-25
Business Services		COVID	Oct 28 & 29 (Patterson /Koselak)		
Human Resources				Oct. 6th & 7th (Field /Morey)	
Learning Services				Jan. 26th & 27th (Smith / Cortez)	
Information Technology				Oct. 4th & 5th (Ruskin/Wahlstr om)	
Security		COVID			24-25
Transportation		COVID	January 4 & 5 (Smith, B. /Lang)		

Last Updated 2/9/23

APPENDIX F

External Review Tools

Roles & Responsibilities

Facilitator

The facilitator of a school's accreditation external review will be a member of PSSG (Principals' Supervisory Support Group) but will not be the school's direct supervisor. The facilitator will serve as the process guide for the external review team on the day of the site visit. In this capacity, the facilitator's roles include:

- Meeting with the principal or designee prior to the ERT to clarify focus area and questions and to finalize the agenda;
- Providing training to the external review team about their task for the day;
- Collaborating with the ERT to provide the school with written responses to the school's focus questions and address commendations and recommendations. It is the intent of the report to:
    - Validate the gains the school has made in student achievement;
    - Review the journey the school has taken to ensure student and staff learning;
    - Affirm the path the school is on and the direction the school is headed;
    - Challenge current practice/thinking/assumptions; and
    - Inspire ongoing growth, reflection and continuous learning.
- Outlining the process/agenda for the ERT visit day;
- Communicating to the deputy superintendent any questions that need clarification during the day;
- Asking the ERT to fill in the process evaluation;
- Ensuring the ERT produces a quality narrative that responds to the school's questions;
- Ensuring that the narrative write-up includes commendations/considerations;
- Debriefing with the principal; and,
- Debriefing with the deputy superintendent.

Principal/Internal Team for ERT Visit

The principal's roles include:
- Selecting an external review date between September 1 and November 5;
- Selecting the members of the external review team in conjunction with their PSSG (4 to 6 members of which at least one must be from outside of District 20);
- Selecting and meeting with a PSSG facilitator prior to visit;
- Determining the site team for the external visit;
- Determining the format and content for the day;
- Preparing the appropriate information for the day;
- Sending any pre-visit information to the ERT (optional);
- Leading the conversation during the visit;
- Ensuring that the purpose of the ERT visit is met;
- Preparing logistics (room, food, meeting agenda, etc.).

ERT SAMPLE AGENDA #1

Discovery Canyon Campus
External Review
Tuesday, October 4, 2016
8:00 AM – 3:30 PM
DCC Middle School Library

Question: How can we ensure that all students are effectively being engaged and appropriately challenged, on a daily basis, in every class? What three strategies would provide us with the greatest gains in advancing student engagement in rigorous learning?

Schedule

7:30-8:00	Welcome & Breakfast	External Review Team Members and DCC Administrators
8:00-8:15	Purpose of the Day	Dr. Jim Smith, Facilitator
8:15-9:00	Overview of DCC, Data – Collaboration - MTSS	DCC Administrators
9:00-10:00	Classroom Visits	External Review Team Members
10:00-10:15	Break	
10:15-11:00	Staff Perspectives of Classroom Practice	DCC Teachers and External Review Team Members
	10:15 to 10:30/Tiffany Hawk, Brian Petersen, Susan Turner, Elena Forehand	
	10:30 to 10:45/Ben Straka, Christa Lundberg, Shari Gould, Shell Acker	
	10:45 to 11:00/Joe Fanthorp, Linda Braun, Jess McReynolds, Rebecca Mayes	
11:00-12:00	Student Perspectives of Instruction	DCC Students and External Review Team Members
	11:00 to 11:15/ 8th Grade	
	11:15 to 11:30/ 7th Grade	
	11:30 to 12:00/ 6th Grade	
12:00-12:45	Lunch with Clarifying Questions & Answers	DCC Administrators & External Review Team Members
12:45-2:45	Write Report	External Review Team Members
2:45-3:15	Debrief with DCC	Dr. Jim Smith & DCC Administrators

External Review Team Members

- Tony Scott, Principal, Challenger Middle School, Academy District 20
- Amber Whetstine, Learning Services Executive Director, Falcon School District 49
- Tom Andrew, Principal, High Plains Elementary School, Academy School District 20
- Shawn Reed-Parsons, MYP Coordinator Mountain Ridge Middle School, Academy School District 20
- Christina Pruitt

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ERT SAMPLE AGENDA #2

Chinook Trail Elementary School
External Review
October 12, 2018
"The Write Stuff!"

Agenda

8:15	Breakfast & Introductions	Conference Room
8:30	External Review Team Time	Conference Room
8:40	Overview of the Day & Housekeeping	Conference Room
8:50	Presentation of the Essential Question	Conference Room
9:00	The Chinook Trail Story	Conference Room
9:10	Classroom Observations 9:10 K; 9:30 2nd; 9:45 3rd	Various (See Map)
10:00	Break	Conference Room
10:15	Classroom Observations 10:15 4th; 10:30 5th	Various (See Map)
10:45	Meet with Students	Conference Room
11:10	Meet with Students	Conference Room
11:30	Working Lunch (K, 5, 2, 1, 4)	Conference Room
1:00	Meet with 1st Grade Team	Room 108
1:30-3:15	External Review Team Work Time	Conference Room

Chinook Trail Elementary School
Essential Question

During the 2017-18 school year, Chinook Trail did not show adequate growth on the state assessment. This was the first time in the school's 12-year history. After extensive data analysis, reflection, and teacher self-reporting, writing was identified as an area needing improvement. There were other insights, too, but writing is our focus for today.

Chinook Trail is utilizing the Write Now, Right Now! Curriculum. All teams have created a collective efficacy SMART goal focusing on improving writing performance.

"What could we begin implementing (or improving) next week to ensure that our students are given multiple opportunities to practice writing in response to reading and/or mathematics?"

External Review Team Member Process Evaluation

In completing the information please consider the following:

- Was the purpose of the external review clear?
- Did the external review team spend their time focusing on the questions posed by the school?
- Was the format of the day adequate to address the needs of the school?

1. What went well with the external review process?

2. What would you change about the external review process?

3. Other comments

Sample PowerPoint

Purpose of External Review Visit

➢ Validate gains made in student achievement
➢ Review the journey the school has taken to ensure student and staff learning

➢ Confirm the path the school is currently on
➢ Affirm the direction the school is headed
➢ Challenge current practice/thinking/assumptions
➢ Inspire ongoing growth, reflection and continuous learning

Role of the External Review Team

➢ Provide fresh eyes
➢ Make clear or surface issues or ideas that can help the school to continue growing

➢ Affirm the school's successes

Elementary Essential Questions:

1. What specific instructional strategies will help us improve our 4th grade math assessment scores?
2. What questions should we be asking ourselves about our math data?
3. If you were coaching us about three things we should be doing in math education that we are currently not doing, what would those three things be?

What should you expect today?

- ➢ School will "tell their story"
- ➢ You will engage the school in meaningful conversation about the information presented and what you've observed

What will we produce?

- ➢ Exit narrative (2-5 pages)
    - ○ Produced by the group
    - ○ Addresses key questions
- ➢ Addresses other areas
    - ○ Validating achievement gains
    - ○ Reviewing school journey
    - ○ Confirming school's path
    - ○ Challenging current thinking
    - ○ Affirming school's direction inspiring ongoing growth

External Review Principal/PSSG Follow-up Template

Academy District 20

School Name:

Date of External Review:

After receiving and reviewing your school's External Review Report (in not more than a page or two), please reflect on the following questions: [Please submit to your PSSG by the end of the month following your external review for conversation with him/her at your next meeting. Know that your PSSG will share with all PSSG's so that they can discuss the process, refine as needed, and be aware of the work that schools are all doing.]

1. Staff communication plan: How/when did/will leadership communicate the plan to staff?

2. Community communication plan: What is the communication plan to your School Accountability Committee?

3. What one, two, or three recommendations provided in the ERT report will be your area(s) of focus?

4. Implementing these recommendations at your school:

    o How will they inform Site Plans, SIP's, and your goals?

    o How will the process work? Who will be responsible for making it happen? What is the timeline?

5. Were there any big disconnects or misinterpretations in the report that need to be noted?

6. Did you get what you wanted from this process? Next time, what might you do differently?

APPENDIX G

External Review Cycle (2020-2024)
Schools Conduct an External Review Every 3 Years

School Name	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Academy Endeavour			X		
Academy International	COVID	X			X
Antelope Trails	COVID		X		
Chinook Trail ES			X		
Discovery Canyon ES				X	
Douglass Valley	COVID	X			X
Edith Wolford			X		
Encompass Heights			X		
Explorer	COVID	X			X
Foothills	COVID	X			X
Frontier			X		
High Plains			X		
Legacy Peak	COVID	X			X
Mountain View				X	
New Summit Charter				X	
Pioneer			X		
Prairie Hills			X		
Ranch Creek				X	
Rockrimmon			X		
The da Vinci Academy				X	
The Classical Academy (K-12)			X		
Woodmen Roberts			X		
Challenger Middle School	COVID	X			X
Chinook Trail Middle School			X		
Discovery Canyon MS				X	
Eagleview Middle School	COVID	X			X
Mountain Ridge Middle School				X	
Timberview Middle School	COVID	X			X
Village Middle School		X		X	X
Air Academy High School				X	
Aspen Valley High School				X	
Discovery Canyon HS				X	
Liberty High School	COVID	X			X
Pine Creek High School			X		
Rampart High School				X	
Village High School					
	Pause	10	13	12	10

APPENDIX H
Education Acronyms

Acronym	Explanation
504	Plan developed to address the individualized health or safety needs of a student
20 Net	Academy District 20 Employee Portal
ACE	Applied Career Education (high school)
ACT	American College Testing program
AD	Athletic Director
AEA	Academy Education Association
AGP	Annual Growth Percentile
AIMSweb	Academic Intervention Monitoring System (web-based)
ALP	Advanced Learning Plan (TAG students)
AN	Affective Needs
AP	Assistant Principal
AP	Advanced Placement
ASL	American Sign Language
AVID	Advancement via Individual Determination
AVP	Area Vocational Program
AYP	Adequate Yearly Progress (measurement used by NCLB)
BOE	Board of Education
BTC	Building Technology Coordinator
CAS	Colorado Academic Standards
CBLA	Colorado Basic Literacy Act
CBOC	Citizens' Bond Oversight Committee
CDE	Colorado Department of Education
CIC	College in Colorado
CLC	Classified Liaison Council
CMAS	Colorado Measures for Academic Success
CogAT	Cognitive Ability Test
CRS	Colorado Revised Statutes
CSAP	Colorado Student Assessment Program
CSD	Communication and Social Delays
CTE	Career and Technical Education
DAC	District Accountability Committee
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DIP	District Improvement Plan
DLC	Digital Learning Coach
DP	Diploma Years in IB

DPF	District Performance Framework
DTAC	District Technology Advisory Committee
DTT	District Technology Technician
EAC	Education and Administration Center
EI	Emotional Intelligence
ELL	English Language Learner
ELP	English Language Plan (as required under ELPA)
ELPA	English Language Proficiency Act
EL's	Executive Limitations BOE Policies that limit the range of executive decisions
EPCPH	El Paso County Public Health
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ET-IL	Education Technology – Information Literacy
FAFSA	Free Application for Federal Student Aid
FTE	Full Time Equivalent (budget and staffing design)
GP's	BOE Governance Process Policies that define the board's job
HEAR	Higher Education Admissions Requirements
HR	Human Resources
IB	International Baccalaureate
IC	Infinite Campus
ICAP	Individual Career and Academic Plans
IEP	Individualized Education Program (SPED)
ILP	Individual Learning Plan (required under CBLA)
IT	Instructional Technology
ITBS	Iowa Test of Basic Skills
LS	Learning Services
MGP	Median Growth Percentile
MTSS	Multi-Tiered Systems of Support
MYP	Middle Years Program in IB
NCLB	No Child Left Behind (federal legislation)
PARCC	Partnership for Assessment of Readiness for College and Careers
PBIS	Positive Behavior Intervention Support
PBL	Project-Based Learning
PL	Professional Learning
PLC	Professional Learning Community
POI	Program of Inquiry (IB Term)
PSB	Parent Sounding Board
PSSG	Principal Support Services Group
PYP	Primary Years Program

READ	Reading to Ensure Academic Development
RtI	Response to Intervention
RULER	Recognizing, Understanding, Labeling, Expressing and Regulating emotions
SAC	School Accountability Committee
SAC	School Assessment Coordinator
SAR	School Accountability Report
SAT	Scholastic Achievement Test
SBRC	Standards-Based Report Card
SEL	Social, Emotional, Learning
SELCC	Social, Emotional, Learning Core Competencies
SIC	School Improvement Committee
SILT	Schools of Innovative Learning and Technology
SIP	School Improvement Plan
SIT	School Improvement Team
SOS	Signs of Suicide
SOS	Sources of Strength
SPED	Special Education
SPF	School Performance Framework
SRD	Significant Reading Disability
SSAC	Superintendent's Student Advisory Council
SSN	Significant Support Needs
STEAM	STEM plus Arts
STEM	Science Technology Engineering and Math
STREAM	Science Technology Reading Engineering Arts and Math
SWAP	School to Work Alliance Program
TAG	Talented and Gifted
TCC	Teacher Communication Council
TOSA	Teacher on Special Assignment
TREK	Technology Resources Educating Kids
UbD	Understanding by Design
UIP	Unified Improvement Plan