



2021-2022 State Review Panel Recommendation Form

School/code & District/code:	<i>Mitchell High School (5948), Colorado Springs D11 (1010)</i>
State Review Panelists:	<i>Johan van Nieuwenhuizen, Michelle Palmer, Nancy Sanger, Starla Sieveke-Pearson</i>
Recommendation Meeting Date:	<i>October 8, 2021</i>
Panel's Recommendation:	
The State Review Panel recommends innovation school status for Mitchell High School, based on an analysis of compiled data and document, as well as a site visit conducted on September 18-29, 2021.	
Evidence and Rationale:	
<p>The State Review Panel (SRP) recommends innovation school status because the school and District have demonstrated leadership and personnel capacity as evidenced by the District's decision to reconstitute the school and instate new school leadership. The SRP observed several early indicators of change, including staff confidence and support of new leadership and staff commitment to non-negotiables as defined by leadership. These non-negotiables include participation in professional learning communities (PLCs), identification of learning targets tied to Colorado Content Standards, evidence of a safe and positive learning environment, and 100% student engagement. The One Plan, developed by school and District leaders, and the Unified Improvement Plan (UIP) both outline a solid plan for professional development (PD) and the implementation of an effective process for PLCs with the goals of increased student achievement and a culture shift leading to improved student attendance, parent involvement, and positive perception of climate and culture. The school has a partnership with the University of Chicago focusing on high-leverage actions that are designed to improve learning outcomes for underclassmen and intends to develop that support for juniors and seniors in the 2022-23 school year. This work was only begun in 2020-21 but has already resulted in improved cross-curricular dialogue and the creation of success teams that teachers describe as supportive. The school has undertaken PD in a number of areas including adopting a weekly schedule of on-site PD, implementing data-driven PLCs, implementing Kagan high-engagement instructional strategies, recruiting instructional coaches and master teacher leaders, and undertaking training to improve inter-rater reliability in instructional observation and feedback. Mitchell High School leadership has adopted five research-supported Pillars of Turnaround that include Leadership Capacity, Quality Instruction, Talent Development, Culture Shift and Design, and Community Engagement. The school has worked to engage the community through World CAFÉ's (Community and Family Engagement) and 5Essentials surveys. The district has demonstrated willingness to take action to make dramatic change through its actions to reconstitute the school, provide additional financial and human resources to the school and, when possible, leverage local flexibilities. As stated above, in the first two months of the school year, the SRP noted indicators of change, and these were also stated by Mitchell High School stakeholders.</p> <p>As the District and school continue to seek to make dramatic changes and improvement at Mitchell High School, the SRP believes that the school could benefit from greater flexibilities. The school may benefit from flexibilities and/or waivers in several areas including: budgeting processes, school year/school day calendars, curriculum, assessment, PD opportunities, and human resources (e.g., hiring, staff transfers). Having the flexibility to use different district assessment tools and schedule or use their own locally created assessments to provide timely actionable data may be important. In addition, having the authority to transfer, retain, or recruit personnel and the authority to overrule direct transfers or involuntary transfers may also benefit the school. In addition, and as described above, there is increasing staff, stakeholder, and community support for Mitchell High School.</p>	

The State Review Panel does not recommend management by a private or public entity other than the District because the school has been recently reconstituted and has a new principal, leadership team, and staff. As stated above, there are early indicators of change and strong aspects of the school's improvement plan (i.e., One Plan, Unified Improvement Plan) and school leadership is focusing its work on research-based strategies for school turnaround. In addition, the school is receiving additional support from the District financially, operationally, and programmatically. Further, the school already does have a partnership with the University of Chicago. The SRP did observe a need to strengthen the instructional core but believes that the PD and PLC opportunities outlined in the school's improvement plans will, in partnership with the University of Chicago, result in that improvement given some time. The school has a range of community partnerships and growing stakeholder support that demonstrate there is community faith in the new school administration, who is working to build trust, relationships, and a strong student-staff culture. Because of the strong District support and the systemic approach the school is taking, the SRP does not believe an external management partner is needed.

The state review panel does not recommend conversion to a charter school because the school has established leadership and personnel that are showing they have the capacity to lead the school. There is early evidence of positive changes, especially around culture. The school is currently receiving significant supports from the District that include financial and personnel resources, as well as others mentioned above, and support for the partnership with the University of Chicago. Converting to a charter school would likely lead to a loss of District-level supports and resources that could interfere with the school's improvement efforts to increase student achievement. As a comprehensive high school, Mitchell High School is already able to provide unique opportunities to its students (e.g., JROTC, Bio-medical pathway). Additionally, converting to a charter school would not provide additional or increased autonomy and flexibility to a greater extent than what an innovation plan would provide. Finally, the dramatic change the District opted for with Mitchell High School was reconstitution; there is not an interest in charter school conversion at this time and it likely would not be met with support from school stakeholders or the larger community.

The State Review Panel does not recommend closure because it is unclear other area high schools could effectively absorb all of the school's students if Mitchell High School were to close. Also, the SRP believes that the school has the capacity to improve with increased focus on the academic program and increased district support. As highlighted by district staff, Mitchell High School is the only school serving the Southeast quadrant of the district. Other high schools in the vicinity include Doherty High School (serving 1,829 students), Odyssey Early College (serving 288 students), Palmer High School (serving 1,438 students), and Coronado High School (serving 1,255 students). While the majority of these schools outperform Mitchell High School in the majority of academic measures, it is unlikely that the surrounding schools could provide seats for the Mitchell's 927 students should the school not remain in operation. Finally, members of the Mitchell High School community show strong support for the school and would not be supportive of closure.

State Review Panel School Review Feedback Form 2021-22



Purpose: The State Review Panel (SRP) was created by the Accountability Act of 2009 to provide a critical evaluation of the State’s lowest-performing schools’ and districts’ plans for dramatic action and provide recommendations to the Commissioner and the State Board of Education. The SRP’s work is informed by a holistic review of the school or district, including guiding documents (e.g., Unified Improvement Plan) and a site visit. The site visit component was added in 2014 to strengthen the Panelists’ understanding of the conditions in the schools and districts that are further along on the accountability clock and to make a recommendation to the Commissioner and the State Board of Education about required actions at the end of the accountability clock.

Prior to the site visit, Panelists conducted a document review aligned to the six key areas in the Accountability Act. During the site visit, Panelists used evidence collected through classroom observations, focus groups, interviews, and additional document review to come to consensus on capacity levels in relation to the six key areas. This report presents the school’s/district’s capacity levels in relation to the six key areas and a summary of evidence for each.

Reviewer Name(s): Starla Sievek-Pearson, Johan Van Nieuwenhuizen, Michelle Palmer and Nancy Sanger Date: September 28-29, 2021

District Name/Code: Colorado Springs District 11/1010

School Name/Code: Mitchell High School/5948

SRP School Review Site Visit Summary	Capacity Level:
1. The leadership is adequate to implement change to improve results.	Developing
2. The infrastructure is adequate to support school improvement.	Developing
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.	Developing
4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.	Developing
5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.	Developing
6. There is necessity that the school remain in operation to serve students.	Yes

State Review Panel Criteria		Claims & Evidence
1. The leadership is adequate to implement change to improve results.		Capacity Level: [] Highly Effective [] Effective [X] Developing [] Not Effective
1.1: Leadership acts as a change agent to drive dramatic achievement gains.	<ul style="list-style-type: none"> • Leadership communicates a relentless commitment to the school turnaround. • Leadership makes data-driven changes to the academic program and organization to promote dramatic achievement gains. • Leadership conveys clear expectations for performance for all stakeholders, including leadership, teachers, students, and partners. • School leaders distribute leadership responsibilities to appropriate individuals or groups. 	<p>Leadership has established the conditions for change; however, the impact on student achievement is not yet evident.</p> <ul style="list-style-type: none"> • District leaders described the reconstitution of Mitchell High School (MHS) as a fresh start. They stated that because after multiple opportunities to make improvements to student performance and school culture, the Board instructed the Superintendent to take action and make dramatic changes. All staff were released from assignment at Mitchell. Leaders reported that a new administration team and new staff were hired. • School leaders described two improvement strategies as outlined in the 21-22 Unified Improvement Plan (UIP): Ambitious Instruction and Distributive Leadership. They also outlined three non-negotiables: clear, measurable learning targets; safe, positive learning environment; and 100% student engagement. Teachers reported that they understood these strategies and non-negotiables and were committed to them. • Teachers reported that leadership has conveyed clear expectations and that the hiring process focused on a commitment to turnaround and accountability. They stated that the administration is transparent regarding the goals and what is expected. • The One Plan, created by District leaders to make the school improvement process meaningful, establishes goals for Mitchell High School that align with those in the school's UIP. • The Year 4 Accountability worksheet indicated that the administration of Mitchell High School has adopted five research-supported Pillars of Turnaround: 1.Leadership capacity; 2.Quality
1.2: Leadership establishes clear, targeted, and measurable goals designed to promote student performance.	<ul style="list-style-type: none"> • Leadership communicates clear and focused goals that are understood by all staff. • Educators understand their responsibilities for achieving goals. • Leadership maintains schoolwide focus on achieving established goals. • Leadership allocates resources in alignment with goals and critical needs. • Leadership has established systems to measure and report interim results toward goals. 	
1.3: Leadership analyzes data to identify and address high priority challenges, and to adjust implementation of the action plan.	<ul style="list-style-type: none"> • Leadership communicates data trends and issues, ensures timely access to data, and models and facilitates data use. • Leadership openly shares results and holds staff accountable for results and effective use of data. • Leadership first concentrates on a limited number of priorities to achieve early, visible wins. • There is regular progress monitoring of performance and implementation data and, as appropriate, results lead to elimination of tactics that do not work. 	

	<ul style="list-style-type: none"> ● Benchmarks are used to assess progress toward goals; goals are adjusted as progress is made. ● Data on progress toward goals drives organizational and instructional decision making. 	
<p>1.4: Leadership establishes high expectations for student learning and behavior.</p>	<ul style="list-style-type: none"> ● The school holds high expectations for academic learning. ● Educators set high expectations for learning and clearly convey these to students. ● Educators convey that students are responsible for raising their performance and encourage their participation in learning. ● The school provides a safe environment to support students' learning and ensures that students' interactions between and among themselves and school staff are respectful and supportive. ● Leadership ensures that the school's physical environment is clean, orderly, and safe. 	<p>instruction; 3.Talent development; 4.Culture shift and design; and 5.Community engagement. How efforts in these areas are focused are described in the Accountability Clock Worksheet and include, for example: Freshman and Sophomore Success Teams; Department Chairs; Culture and Design Team; Instructional Leadership Team; Adoption of research-supported instructional non-negotiables; and adoption of Edthena and Insight Education videotaped observations/feedback. Probationary teachers will receive: a minimum of five observations and non-probationary teachers, three; horizontally and vertically articulated pre-advanced placement (AP) frameworks for rigorous instruction; common formative assessments and interim progress monitoring; career and technical programs; and positive behavioral interventions and supports (PBIS).</p> <ul style="list-style-type: none"> ● Teachers, and school and district leaders all spoke to distributive leadership as a goal of the new administration. They cited instructional coaches, master <i>teachers</i>, and professional learning community (PLC) leaders as being part of the school's leadership. <p>Leadership establishes clear, targeted, and measurable goals designed to promote student performance.</p> <ul style="list-style-type: none"> ● The 21-22 UIP identifies student performance goals based on Pre-Scholastic Assessment Test (PSAT), Scholastic Assessment Test (SAT), and Colorado Measures of Academic Success (CMAS) assessments. The UIP also includes goals based on attendance data, results of quarterly schoolwide climate and culture surveys, and the 5Essentials Parent surveys to create measurable goals that are used to monitor student performance and school improvement. ● District leaders reported that the One Plan ties budget and funding to specific metrics in the UIP Action Plan. Sources of funding for each improvement strategy are specifically defined and implementation benchmarks are identified to monitor the effectiveness of implementation. The One Plan identifies measurable goals for each

		<p>strategy focused on PSAT, SAT and CMAS performance; student attendance; perception data (e.g., 5Essentials Survey) of both students and parents; and parent participation in World Cafs.</p> <ul style="list-style-type: none">● Teachers referenced the district strategic plan, the UIP, and the One Plan and could speak in general terms about the goals outlined in all three plans.● The MHS Strategic Plan Budget Modification outlines allocations for programs, vendors, and personnel in alignment with goals to improve student performance.● Both the UIP and the One Plan include systems to measure and report interim results toward goals. <p>Leadership analyzes data to identify high priority challenges and is beginning to address those challenges.</p> <ul style="list-style-type: none">● School leaders indicated that data from many sources, including historic assessment data and survey results, had informed planning in areas including service to English Language Learners (ELLs), planning for the advisement period, school-day/course scheduling, and some instructional planning. They stated that data use in planning must be transparent to build trust and described a previous culture of mistrust of data use.● School leaders described data received from the 5Essentials Survey as guiding their work and identified trust, particularly between the principal and teachers as very low; thus, they are working to improve trust in the building and in the community.● Both the 21-22 UIP and the One Plan show evidence of analysis of data to determine Priority Performance Challenges and identify Major Improvement Strategies. Both include systems to regularly progress-monitor performance and implementation.● District leaders reported that a change in data management warehouses to PowerSchool had made it difficult to retrieve
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longitudinal and historic data, but teachers will have access to interim formative assessment data through Schoology.

Leadership has established consistent expectations for student behavior and conduct; however, high expectations for student learning are not yet consistent.

- The Nuts and Bolts presentation to staff included daily instructional expectations: a structured, positive learning environment; posted learning targets, aligned to Colorado Academic Standards; and 100% student engagement defined as concentration, persistence, and engagement.
- Teachers reported that by teaching to the standards, students will learn, and that not doing the work is not accepted. They also stated that in the past, there was a sentiment that teachers, “just felt sorry for the students,” but now they have high expectations and hold students to them.
- Both teachers and students reported that students feel safe at the school. They described less bullying and increased adult presence of both leadership and security in the buildings in the current school year. Both groups reported that “Tardy Stings,” requiring all students to be in class when the bell rings, were very effective and had improved attendance.
- Teachers reported that a robust data and security team keeps the school safe. The site visit team observed that hallways were orderly, and the building was clean and well-maintained.
- The Nuts and Bolts presentation also provided information regarding Fire and Lockdown drills, classroom visuals, clipboard requirements, and supervision expectations and locations. as well as other safety expectations.
- Additionally, the Nuts and Bolts presentation included information regarding PBIS and Student Discipline, including student expectations outlined in A.C.C.E.P.T. – Achievement, Achievement,

		<p>Courage, Caring, Excellence, Perseverance, Teamwork, the school's discipline framework.</p> <ul style="list-style-type: none">● The Climate and Culture Shift presentation to staff explained the A.C.C.E.P.T. discipline system and emphasized building relationships and increasing consistency. It also described the Restorative Justice system. According to the Mitchell Student Handbook, the A.C.C.E.P.T. Behavior Matrix outlines schoolwide behavioral expectations and norms while the Behavioral Management Process details how problem behaviors are addressed and managed.● Teachers reported that consistency through PBIS was starting to show in student behavior and that their role was to bring PBIS and A.C.C.E.P.T. together in the content areas.● Students reported that they know what to expect and what the boundaries are. They indicated that Tardy Stings had improved classes; students were not arriving late.
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State Review Panel Criteria		Claims & Evidence
2. The infrastructure is adequate to support school improvement.		Capacity Level: [] Highly Effective [] Effective [X] Developing [] Not Effective
2.1: The district leads intentional, strategic efforts to ensure the effectiveness of the academic program and the sustainability of the organization.	<ul style="list-style-type: none"> • The district/superintendent ensures ongoing leadership development for emerging and current school leaders with a focus on building leadership capacity to lead turnaround efforts and sustain improvement. • The district/superintendent provides adequate oversight in schools' work to deliver the curriculum, monitors instruction on a regular basis, and provides adequate support and feedback to principals to improve instruction. • The district provides adequate systems by which to capture and store data, report it to schools, and make it accessible for instructional staff to utilize. 	<p>The district is beginning to implement intentional and strategic efforts to support the school's systems, structures, and academic program.</p> <ul style="list-style-type: none"> • School leaders reported that the District is supportive, providing additional staffing through transfers from other schools; they cited a special education teacher who was transferred from another school to support special education programming. They further reported that the District is open to dialogue around creative solutions, providing competitive compensation for hard-to-fill Career and Technical (CTE) positions. They also stated that, when needed, the District provides classroom coverage. • District and school leaders reported that the District is supporting school leaders by increasing the school's general fund, providing a project manager to manage partnerships, and providing training for leaders in evaluation and observation through Insight Education. • School leaders reported that at the time of the SRP visit, they had 18 teacher vacancies. District leaders stated that staffing was a critical issue. They reported that Mitchell had four new special education teachers and had received the bulk of the staff relocations within the district. • District leaders reported that they have created a system for teachers to generate common formative assessments driven by instruction that provides a predictive ability toward the CMAS assessment. Teachers have been provided with normed item banks and purchased items are valid and reliable. Leaders reported that Mitchell had taken the lead in using PLCs to design formative assessments.
2.2: School leadership has a strong focus on recruiting and retaining talent; creates and implements systems to select, develop, and retain effective teachers and staff who can drive dramatic student gains; evaluates all staff; and dismisses those who do not meet professional standards and expectations.	<ul style="list-style-type: none"> • Leadership has created and/or implemented an organizational and staffing structure that will drive dramatic student gains. • Leadership recruits and hires teachers with commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area). • Trained mentors provide beginning teachers with sustained, job-embedded induction. • Leadership ensures the evaluation of all staff and dismisses those who do not meet standards and expectations. • Leadership provides teachers with active, intense, and sustained professional development (PD), including guidance on data analysis and instructional practice, aligned to school improvement efforts. <ul style="list-style-type: none"> ○ PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs. 	

	<ul style="list-style-type: none"> ○ PD requires teachers to demonstrate their learned competency in a tangible and assessable way. ○ PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing others, developing assessments), and provides follow-up sessions and ongoing support for teachers' continued learning. ○ The quality of professional development delivery is regularly monitored, evaluated, and improved. 	<ul style="list-style-type: none"> ● District leaders reported that they are pushing into PLCs to facilitate alignment between curriculum, instruction, and assessment and assist teachers to use the Performance Management Tool in the One Plan. Leaders reported that data feeds directly into teachers' gradebooks to inform instructional decision making and monitor performance. The One Plan is accessible to all leadership and every data point is actionable. ● District leaders reported that District teams are also pushing into PLCs to work with teachers to develop curriculum and plan instruction. They cited an example of a District Director assisting teachers to develop an ELL curriculum aligned with standards and coordinated with English language arts (ELA) and social studies curricula.
<p>2.3: School leadership ensures that the school has sound financial and operational systems and processes</p>	<ul style="list-style-type: none"> ● School leadership ensures that the organizational structure supports essential school functions, and that roles and responsibilities of all individuals at the school are clear. ● School leadership has established effective means of communicating with school staff. ● School leadership ensures that the school meets all compliance requirements and deadlines set by the State, including the submission of school improvement plans, financial statements, school audit, calendar, and student attendance. ● School leadership effectively manages the school budget and cash flow; there is a plan for long-term financial sustainability. ● The school leadership effectively manages operations (e.g., food services, transportation, school facilities). 	<p>Leadership has focused on recruiting and selecting staff invested in the school's mission and vision and school turnaround. Professional development (PD) is designed to develop and unify a new staff. The results of these efforts on student achievement and school improvement cannot yet be determined.</p> <ul style="list-style-type: none"> ● As described above, MHS was recently reconstituted and began this school year with a new administration and new teaching staff. Of the leadership team, six are new to the District, including the principal and one is new to the school but has worked in the District. Of the teaching staff, approximately one-third were rehired at MHS; all others are new to the school, with most new to the District and some new to education.
<p>2.4: School leadership provides effective instructional leadership.</p>	<ul style="list-style-type: none"> ● School leaders ensure that the school implements a coherent, comprehensive, and aligned curriculum. <ul style="list-style-type: none"> ○ School leaders ensure that curriculum, instruction, and assessments are aligned with State standards, aligned with each other, and coordinated both within and across grade levels. ○ School leaders ensure that instructional materials are selected and/or developed in accordance with a schoolwide instructional framework and aligned with established curriculum standards. ○ School leaders ensure that the curriculum is periodically reviewed, and revisions are made accordingly. 	<ul style="list-style-type: none"> ● To ensure the right staff were being brought into MHS, school leaders reported that the interview and hiring process for new staff was intentional and focused on a commitment to turnaround and accountability. They stated that there were clear expectations for classroom instruction, including ambitious instruction, student engagement and relationships, and all new staff were required to

	<ul style="list-style-type: none"> ● School leaders provide meaningful feedback on teachers' instructional planning and practice. <ul style="list-style-type: none"> ○ Leaders regularly provide meaningful feedback on instructional planning. ○ Leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice. ● School leaders provide conditions that support a school-wide data culture. <ul style="list-style-type: none"> ○ Teachers have easy access to varied, current, and accurate student and instructional data. ○ Teachers are provided time to collect, enter, analyze, and represent student data and use tools to help act on results. ○ School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data, assessment literacy, use data tools and resources). 	<p>commit to participation in PLCs. In focus groups, teachers described a similar interview process.</p> <ul style="list-style-type: none"> ● District leaders reported that they are providing training in evaluation and observation to build administration through Insight Education. Teachers described that the evaluation process includes three-to-five informal walkthrough observations focused on the non-negotiables, and two formal observations. They also reported that master teachers and instructional coaches “pop-in” to their rooms frequently and provide feedback either orally or by email. ● School leaders reported that they had outlined PD for the 2021-22 school year and the site visit team was able to review that plan. Leaders reported (and the plan confirmed) that it focused heavily on instruction. Leaders stated that all instructional staff have received training in Kagan strategies and that it will continue. In addition, training is being provided in Advanced Placement (AP) and pre-AP instruction and match frameworks for what instruction looks like versus what discussion looks like. School leaders described how the Empower team is working with PLCs and coaching teachers on best practices of PLCs.
<p>2.5: The school provides high-quality instruction.</p>	<ul style="list-style-type: none"> ● Classroom interactions and organization ensure a classroom climate conducive to learning. ● Classroom instruction is intentional, engaging, and challenging for all students. ● The school identifies and supports special education students, English language learners, and students who are struggling or at risk. 	<ul style="list-style-type: none"> ● Leaders further stated that they are working on PD for themselves as well, including common language, common tools, and taking learning walks. ● Teachers reported that most PD takes place on “late start” Mondays, and that the training they are receiving can be used in the classroom. ● The Mitchell High School 2021-22 UIP indicated that the effectiveness of the school’s PD action plan will be monitored and evaluated primarily through formal and informal observations and feedback, and through review of PLC agendas, unit planners, and data regarding student performance on interim assessments, as well as behavior and attendance data and 5 Essential surveys.

Leadership is beginning to build systems to provide effective instructional leadership; however, it is not yet fully implemented.

- School leaders reported that they have adopted a Pre-AP curriculum framework as a foundational piece in 9th grade and some 10th grade content areas to lead into more AP classes. They stated that the College Board provides a curriculum guide and framework, and teachers use the framework as they develop unit plans in PLCs. The pre-AP curriculum supports both skill and content development. The site visit team was able to review the curriculum guides for several content areas and found that they are aligned to State standards articulated across grade levels and content areas.
- School leaders reported that they view the observation and evaluation process as an opportunity to highlight teachers “doing a great job,” and that their focus was on building trust and community with and among teachers. They indicated that observation data are based on the non-negotiables that teachers understand. They also stated (and teachers reported) that teachers will soon begin conducting peer observations and reviewing their practice with their peers.
- Teachers further reported that being on an observation cycle with one administrator “keeps you on your toes,” and that they found observations and one-on-one feedback conversations helpful. They stated that they had had more observations this year than in the past. They indicated that instructional coaches also conduct observations focused on their instructional model but that those observations are not evaluative. They further stated that they receive feedback from instructional coaches on lesson plans that are submitted by email or in a shared drive.
- District leaders reported that they created the One Plan to make every data point actionable. They stated that teachers can log in to Schoology to access formative data and assessment results, and that

data feeds directly into teacher gradebooks. They indicated that all staff have access to the system.

- Teachers reported a continuous use of data in PLCs and effective use and monitoring of data to determine needs to reteach and/or readjust instruction.

The school does not consistently provide high-quality instruction.

- In 81% of classrooms visited (n-21), behavioral expectations were effective or partially effective. In these classrooms, students consistently behaved appropriately throughout the lesson, behavioral expectations were clear, and the teacher effectively anticipated, managed, and redirected any misbehavior and had effective systems to reward positive behavior or administer consequences for misbehavior. The site visit team observed that in these classrooms: behavioral expectations were posted, and no phones were allowed; students worked quietly and raised hands to ask for assistance; and teacher redirects were followed immediately by students. The site visit team observed some classrooms in which misbehavior consisted primarily in minor disruptions, such as students using phones to watch videos or text.
- In 90% of classrooms observed, a supportive environment was effective or partially effective. In these classrooms, students and teachers were respectful, caring, and supportive of one another and teachers were responsive to students' non-academic needs. The site visit team observed that in these classrooms: teachers congratulated students on both academic and non-academic successes; students interacted respectfully with other students working in groups; and teachers were respectful of students, greeting students with "Hello, glad you're here," thanking students for positive responses; and sympathizing with students not feeling well.
- In 67% of classrooms observed, focused instruction was ineffective or partially ineffective. In these classrooms: instruction was

characterized by little-or-no evidence of a learning objective to drive all lesson activities; academic content was not communicated with depth, clarity, and accuracy; and /or few-or-no high expectations for students were evident. The site visit team observed that in these classrooms: lessons had no apparent focus and no objective was posted; students were sometimes confused about the intent of the lesson; and there were no “cold calls,” demonstrating high expectations or holding students accountable. In some classrooms, learning objectives were posted, but academic content was not communicated clearly, and students were not required to answer questions in complete sentences or to support their answers with evidence.

- In 62% of classrooms observed, higher-order thinking was ineffective or partially ineffective. In these classrooms, some or all of the lesson did not require tasks that required critical thinking but, instead, focused on recall or summary. Students were not encouraged to ask or answer challenging questions or respond by using complete sentences and academic language. For example, observers saw low-level tasks and students were not asked to justify their responses or answer recall-only questions regarding basic math facts or simple grammar from a text. In other classes, observers found that students were asked challenging questions but were not being asked to justify their answers; also, few (less than 25%) students were responding.
- School leaders reported that they have determined from past data that ELLs have been historically underserved. At the time of this visit, staffing shortages were affecting ELLs and teachers were placing ELLs in cohorts with translators to facilitate instruction. Leaders stated that they are encouraging students to communicate in their native language and partnering them with language buddies. Some bilingual students expressed frustration at being in the position of teaching ELLs.

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| | | <ul style="list-style-type: none">● Teachers reported that many special education students are in general education settings because of staffing shortages and teachers are providing in-class support. School leaders reported that special education enrollment is increasing and that staffing shortages in this area continue to be difficult.● The Nuts and Bolts presentation reviewed by the site visit team described the College-and-Career-Readiness Class (CCRC)/Advisory time built into the school's schedule as time for students to get additional help, for teachers to connect with students and act as advisors to them, to monitor student progress toward college-and-career readiness, and for students to work with teachers to improve grades and mastery skills.● School counselors reported that the need for the program was identified through data and survey results. They stated that the schedule is influenced by behavior; the first 20 minutes is a college-ready lesson, followed by two intervention blocks.● Teachers and leaders reported that CCRC reinforces mental health activities. They also explained CCRC classes are grade-level specific, and students receive a half credit. College-and-career counselors create specific lessons and Individual Career and Academic Plans (ICAPs) are being addressed. Students reported that CCRC helps them focus and makes them think about what they want to do for college.● Teachers further reported that the period includes two intervention blocks during which students can travel to two teachers for help and interventions. Content teachers provide passes so that students can come to them for help. Teachers also reported that students seek them out during this time and not always for academic help. They stated that "kids are looking for connections."● Leaders and teachers described the Freshmen Success team that has been developed as part of the partnership with the University of Chicago. They indicated that this team is tasked with monitoring |
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		<p>students' grades and attendance to keep them on track to graduation. Leaders reported that the Freshman Success team was established last year, and a Sophomore Success team has been added this year. This will be followed by a Junior Success Team and a Senior Success Team.</p>
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State Review Panel Criteria		Claims & Evidence
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.		Capacity Level: [] Highly Effective [] Effective [X] Developing [] Not Effective
3.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.	<ul style="list-style-type: none"> • Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making. • Educators convey a shared commitment to the learning of all students in the school. • Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations. • Educators convey that it is important not to give up on any students, even if it appears that they do not want to learn. • Educators convey commitment to, and hold each other accountable for, collaboratively-established improvement goals and tasks. 	Educators' mindsets and beliefs reflect shared commitments to student learning. <ul style="list-style-type: none"> • School leaders described the school's vision and shared values as the non-negotiables: environment, targets, and engagement. Teachers defined these as learning targets, relationships, and student engagement. Respondents spoke of a commitment to "ambitious instruction," which leaders defined as rigorous expectations, collective responsibility, and data-driven instruction. • Teachers reported that many of their students have challenging home-and-life situations and stated that in the past, teachers pitied students. Now they realize students do not need pity; they need high expectations. • Teachers expressed a belief that students could succeed and needed more than just a diploma. They want their students to be successful and said, "We have to teach the standard and have expectations. The students will rise to the occasion." • School leaders also reported a commitment to distributive leadership, which they described as putting everyone in the position of their strength. Everyone, they stated, must take ownership without blaming others. They believe that empowering leadership is most critical to changing the culture of the building. • Teachers reported that their role was to collaborate in implementation, to advocate for students, and to make students successful.
3.2: The school has established conditions that support educators' learning culture.	<ul style="list-style-type: none"> • Communications among all stakeholder groups are constructive, supportive, and respectful. • Communications between leadership and staff are fluid, frequent, and open. • School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk taking. • School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols). • School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student 	

	<p>progress; create focus on linking results to instruction) and ensures that teachers utilize tools and time well.</p> <ul style="list-style-type: none"> ● School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary or secondary; high- or low-poverty; large or small schools). 	<p>The school has started to establish conditions that support educator’s learning culture.</p> <ul style="list-style-type: none"> ● Leaders and teachers referred to the 5Essentials survey administered to staff, parents, and students. A PowerPoint presentation provided by the school indicates that the 5Essentials are Effective Leaders, Collaborative Teachers, Supportive Environment, Involved Families, and Ambitious Instruction. The presentation indicated that while the school was strong in Supportive Environment, it was Neutral in the other three areas. Leaders reported that they used this tool to measure culture and determine where they needed to focus. They stated that these results influenced the identification of major improvement strategies.
<p>3.3: Educators collaborate regularly to learn about effective instruction and students’ progress.</p>	<ul style="list-style-type: none"> ● Educators meet frequently during regularly scheduled, uninterrupted times (e.g., staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions. ● Educators ‘collaborative meetings have a clear and persistent focus on improving student learning and achievement. ● Educators describe sharing knowledge and expertise among colleagues as an essential collaborative activity for job success. ● Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies. ● The school has created a performance-driven classroom culture in which teachers effectively use data to make decisions about daily instruction and the organization of students. 	<ul style="list-style-type: none"> ● School leaders were described by staff as being very transparent about the focus at the school and what they intended to implement. Leaders reported a focus on building trust with and among all staff, and transparency being a part of this. They referred to the 5Essentials survey that identified Principal-Teacher trust as low and expressed the desire to improve in that area. ● Teachers reported that the culture and climate at MHS this year is much more positive than in previous years. They stated that people are much friendlier, and with a new staff, most everyone was making a point of getting to know one another and communicating well.
<p>3.4: The school engages the community and families in support of students’ learning school improvement efforts.</p>	<ul style="list-style-type: none"> ● The school includes parents/guardians in cultivating a culture of high expectations for students’ learning and their consistent support of students’ efforts. ● The school invites family participation in school activities (e.g., volunteering in classrooms or on committees; attendance at performances, sports events, organizational meetings) and regularly solicits their input. ● The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning. ● Educators communicate with parents/guardians about instructional programs and students’ progress. 	<ul style="list-style-type: none"> ● Teachers reported that there was open communication from leadership with an emphasis on consistency. They also described multiple channels for communication, including email, walkie-talkies, phone calls, or face-to-face. ● Leaders reported that finding time for common planning and PLCs drove the creation of the Master Schedule. They further reported that the schedule was created by a Master Schedule Task Force consisting of both experienced and new teachers.

An intentional structure has been established for educators to collaborate regularly to learn about instruction and student learning.

- The site visit team review of the master schedule showed Monday late-start time for students to allow 120 minutes for PLCs and/or Professional Talent Development. Additionally, there is time for PLCs to meet that is built into the school-day schedule. School leaders further described that PLCs take place during common planning periods and on late-start Mondays. Teachers participate in both a grade-level PLC and an interdepartmental PLC – for example, ELA and social studies, or science and math.
- The Nuts and Bolts PowerPoint presentation reminded staff that all staff have committed to actively participate in PLCs to review, analyze, examine, apply, and reflect on data to improve professional practice and achieve student-centered growth.
- Teachers and school leaders reported that PLCs submit agendas that document the work they have done around analyzing data and planning instruction. The site visit team was able to review both PLC agenda documents and Unit Plan templates.
- As previously described, teachers reported that they agreed to and committed to the PLC process as part of the interview process and that there are new expectations for PLCs. They referred to a PLC schedule for interdisciplinary PLCs during which they focus on content and alignment – for example, developing consistency in writing rubrics. They also said that PLCs are very structured and organized around questions of what students need to know and be able to do; they felt they were accountable as a department to use PLCs effectively.
- Teachers reported that they regularly collaborate with each other, sometimes in PLCs, but stated that they “talk all the time.” ELL teachers, for example, described collaborating with content teachers to improve student learning.

- However, teachers and leaders reported that by the need to cover classes due to staff shortages at this time of the year, PLC times are regularly interrupted.

The school engages the community and families in support of students' learning and school improvement efforts.

- Students reported that teachers communicate regularly with parents via emails and phone calls when a student has an area for improvement or requires further support, and that the communications are positive.
- Leaders reported that they work with parents to address issues such as attendance and try to understand if there are home or family issues occurring that may be preventing a student from attending school. They described transparency with information regarding student expectations and the student handbook and indicated that they send out emails to parents reminding them to check Schoology to monitor for missing work. They also make phone calls when discipline issues arise and are beginning to use an application for quick messages.
- A review of the Marauders News was conducted. Marauders News included information regarding a community survey that had been distributed in July 2021 to MHS community members and stakeholders. The article reported that the survey feedback helped the school identify the core values that would drive PBIS at the school. According to the article, the term "acceptance" was overwhelmingly selected and became the basis of the PBIS slogan A.C.C.E.P.T.
- Leaders reported that the school launch night, a back-to-school event, was attended by 300+ people. They disseminated information regarding PBIS and discussed the perceptions revealed in the survey.
- Leaders also reported holding World Cafés that were described as an opportunity to hear from stakeholders and community members and which support their belief in stakeholder-shared responsibility and involvement. They have held one World Café and have two others scheduled.

		<ul style="list-style-type: none">● Review of the 2021-22 UIP shows that community and stakeholder data were analyzed as one source for identification of root causes of student performance issues. In the school's One Plan, a Major Improvement Strategy is improving stakeholder-shared responsibility and decision making through clear, consistent, and effective communication.● Review of the school website showed links to information for parents, including discipline, Power School, and home visits.
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State Review Panel Criteria		Claims & Evidence
4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.		Capacity Level: [] Highly Effective [] Effective [X] Developing [] Not Effective
4.1: The school collaborates effectively with existing external partners.	<ul style="list-style-type: none"> The school seeks expertise from external partners, as appropriate (i.e., for professional development, direct support for students). The school ensures that roles and responsibilities of existing partners are clear. There are designated school personnel to coordinate and manage partnerships. 	The school collaborates with existing partners to support students' well-being. <ul style="list-style-type: none"> School leaders identified a number of partnerships: Colorado College (CC) that provides tutoring for ELLs using CC students who were previously ELLs; Upward Bound that supports first-generation students to succeed in high school; Care and Share that provides food for a food pantry for students and their families; Central United Methodist Church that provides backpacks to students, including food for a family of four and hygiene products; Gear Up that also supports students in preparing for college and in finding scholarships; and Peak Vista that maintains a full-service health clinic at the school, including dental care, that is available to students, staff, and families. The MHS strategic plan lists other partners, including the Seimer Foundation, Catholic Charities, and Pikes Peak United Way, and indicates that all partnerships align with the school's improvement strategy to improve student attendance and performance by helping students to feel supported and comfortable at school. School leaders also reported that MHS is partnered with the University of Chicago's Network for College Success (NCS) program through a partnership with the District. The partnership has included coaching and technical assistance driven by real-time actionable data. The University of Chicago's Need Assessment for MHS outlines the work the University intends to do: assessing current systems and structures for improvement innovation via conversations with staff, students, and community; identifying issues of inequity, such as lower academic outcomes for students of color and ELLs; and exploring evidence of Tier I climate and culture, rigorous instruction, and data-
4.2: The school leverages existing partnerships to support of student learning.	<ul style="list-style-type: none"> The school maximizes existing partners' efforts in support of improvement efforts. All externally provided professional development is aligned to improvement efforts. 	
4.3: Leadership is responsive to feedback.	<ul style="list-style-type: none"> Leadership seeks feedback on improvement plans. Leadership seeks feedback from key stakeholders Leadership integrates feedback into future improvement efforts. 	

driven learning cycles. This work is to be accomplished primarily through ongoing data analysis and focus groups with students, leadership, staff, and families.

The school utilizes existing partnerships; however, the impact on student learning is limited and yet to be determined.

- Review of the MHS PD calendar listed PD provided by the University of Chicago and Kagan, both of which are aligned with the school's improvement efforts, and partnerships intended to impact teaching and learning.
- Site visit team review of Board of Education Minutes disclosed that the University of Chicago at this time is working only with freshmen and sophomore students, potentially impacting only half the school's student body.
- All focus groups discussed the partnership with the University of Chicago generally in positive terms; although, some teachers indicated they had yet to interact directly with the University team.
- Teachers reported work in success teams and that they are trained to help students succeed using strategies such as Kid Talk. They reported these partnerships have been a huge factor in the cultural shift that has taken place in the school.
- Site visit team review of the MHS Student Handbook revealed partnerships with CU Gold/Succeed, Pikes Peak Community College, and University of Colorado, Colorado Springs for concurrent enrollment opportunities, as well as described Career and Technical Education courses that can earn college credit, potentially providing additional learning opportunities for students.

Leadership is responsive to feedback.

- Teachers reported that they feel they can talk to leadership and that leadership is responsive.

		<ul style="list-style-type: none">● Leaders reported that they have sought feedback from all stakeholders through World CafEs, Perception Survey, and 5Essential Surveys and have used data from those sources to make changes and determine improvement efforts going forward.● Leaders reported that the changes made from the reconstitution of the school to the current UIP and One Plan were made in response to input from stakeholders, including students, staff, families, and community.● Additionally, leaders regularly pointed particularly to the 5Essential survey but also to the School Performance Framework and School Accreditation Ratings, as well as local assessment and attendance and behavior data as leading to the identification of the two major improvement strategies.
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State Review Panel Criteria		Claims & Evidence
5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.		Capacity Level: [] Highly Effective [] Effective [X] Developing [] Not Effective
5.1: Leadership monitors the return on investment of specific improvement initiatives and uses that data to inform decision-making.	<ul style="list-style-type: none"> Leadership identifies turnaround strategies and implements programs/initiatives designed to improve student performance. Leadership assesses the cost and impact (effect on student achievement and number of students served) of each program/initiative to determine its academic return on investment. Leadership makes decisions regarding continuation or discontinuation of programs/initiatives based on this analysis. Leadership establishes systems and structures to support regular and ongoing monitoring. 	<p>Leadership has made strategic decisions about resource use and investments toward specific improvement initiatives; however, the return on investment cannot be determined.</p> <ul style="list-style-type: none"> School leaders reported that their budget was established when they started and that they are very comfortable with the resources the District has provided, which includes Title I and Empowering Action for School Improvement (EASI) funds. District leaders reported that they were committed to turning around the school and hired a project manager to be sure the money was funneled the right way to make the biggest impact on student performance, which they define as the return on investment. They stated that they rebalanced the books to make sure they were meeting all requirements and found funds for extended hours, specialized programs for English as a Second Language (ESL), and the partnership with the University of Chicago. They also reported “doubling down” on training and the high-value evaluation processes, including interrater reliability; also, they reduced assignments for master teachers so they could observe and support staff. District leaders reported (and review of the plan confirmed) that the One Plan ties improvement to budget and funding; review of that plan shows that to be true. For example, one major improvement strategy requires the hiring of three instructional coaches. The Plan indicates that funding for these coaches will come from Title I and an explicit amount is listed. The site visit team reviewed the summary of MHS budgeting levers for addressing State accountability metrics, creating a culture of academic success and equity-based supports. The summary included general fund expenditures, as well as Title I and EASI 20-21 fund evidence.
5.3: Students demonstrate academic progress over time.	<ul style="list-style-type: none"> Students demonstrate progress on internal measures linked with the school’s promotion or exit standards. The performance of student subgroups on State assessments demonstrates that the school is making progress toward eliminating achievement gaps. Students meet proficiency and grade-level targets across subjects and grade levels on norm-referenced benchmark assessments and State assessments. Matched cohorts of students who score proficient or advanced (or equivalent) on State assessments maintain or improve performance levels across continuous enrollment years. The percentage of all students performing at proficient or advanced (or equivalent) on State assessments increases over time. Students demonstrate academic growth as measured by value-added or State growth percentile measures. 	

	<ul style="list-style-type: none"> Students demonstrate progress toward attaining expected knowledge and skills as measured by interim assessments. 	<ul style="list-style-type: none"> District and school leaders reported that Title I was repurposed so that MHS could receive funds. Documentation indicates that the Fiscal Year (FY) 2022 allocation was just over \$700,000, and was for additional teacher positions, instructional coaches, an assistant principal position, intervention materials, equipment, and technology. The 2021-22 UIP provides a listing of grants, partnerships, and initiatives, descriptions, and a description of how implementation and effectiveness are monitored. <p>Students have not demonstrated academic progress over time.</p> <ul style="list-style-type: none"> Review of PSAT/SAT scores from 2016-21 show declining scores for all students in both evidence-based reading, writing, and math. Non-minority students are performing higher than minority students and ELLs and students on individual education plans are significantly below all students. Analysis of local assessment for 2020-21 indicates that 60% of all students did not meet growth expectations in ELA and 63% did not meet growth expectations in math. Graduation rates as reported on the Colorado Department of Education (CDE) SchoolView website are: 2017-66.9%; 2018-72.3%; 2019-70.9%; 2020-66.9%, showing a decline in the most recent years. School leaders reported that as of September 28, 2021, 49% of Seniors and 24% of Juniors had completed Individual Career Academy Plans (ICAPs). This is an increase from this time last year when only 8.36% of Seniors and 20% of Juniors had done so. School leaders also reported that on recently-completed district interim assessments, MHS had nearly 85% participation in math and more than 90% participation in English, which is promising; however, academic performance results were not available.
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State Review Panel Criteria		Claims & Evidence
6. There is necessity that the school remain in operation to serve students.		[X] Yes [] No
6.1: The school is mission-driven, and its mission and vision meet a unique need.	<ul style="list-style-type: none"> • All stakeholders share an understanding of, and commitment to, the mission and vision. • School programs reflect the mission and vision. • The mission and vision guide decisions about teaching and learning. • The mission and vision meet the needs of an identified student population. 	<p>The school is mission-driven, and its mission and vision are designed to meet the needs of the unique community.</p> <ul style="list-style-type: none"> • The SRP observed the school mission statement in the MHS Student Handbook: We dare to empower the whole student to profoundly impact our world. • District and school leaders reported that the school has adopted the District’s mission and vision that was collaboratively developed over a multi-year process involving community and schools. • Teachers uniformly expressed the mission as to empower students to achieve and dream and to create a learning community in a culture of care and trust. • School leaders reflected that when re-hiring staff, interview questions were strategically aligned with the mission, and equity is a core value embodied in the mission. They described that the mission is being carried forward through talent development and the Climate and Culture team. They also reported that the mission guides day-to-day practice and that it is shared with students through posters and discussions. <p>There are no other viable options for enrolled students that will lead to better outcomes.</p> <ul style="list-style-type: none"> • While the other comprehensive high schools in the District are performing significantly better than MHS, it is unlikely that they could absorb the school’s entire student enrollment; additionally, it would require MHS students, many of whom reside in the community, to travel long distances to go to school. • The site visit team believes that MHS has established a viable turnaround plan. Additionally, the Superintendent has taken dramatic action to
6.2 There are no other viable options for enrolled students that will likely lead to better outcomes.	<ul style="list-style-type: none"> • There are limited other school options available (e.g., online, charter, district). • The school serves an isolated and/or remote community. • Closure would have a significant negative impact on the community. • Comparison schools do not promote better student outcomes. 	

		<p>ensure its success through the reconstitution process, leveraging local waivers and providing additional supports at the school.</p> <ul style="list-style-type: none">● District leaders reported that community perceptions of the school were changing. While enrollment has been declining, leaders reported they anticipate beginning to see an increase as more students begin to choose MHS. The mobility rate is also declining slowly.● Data as evidenced in the 5Essential Survey and the MHS perception survey is showing improved perceptions of the school from the stakeholder community.● There is support within the school community, including staff and students. In focus groups, teachers reported that community comments are positive and also that they feel more positive about the school this year. When asked, students reported that, if they had a choice, they would not go to a school other than MHS.
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