CDE Accountability Pathway Recommendation:
Peakview School
in
Huerfano School District

Table of Contents

Executive Summary

This Commissioner Recommendation addresses Peakview School in Huerfano School District Re-1. Peakview School will enter its 6th consecutive year of Priority Improvement or Turnaround on July 1, 2017. The district is Accredited with Priority Improvement but will only be entering Year 1 on July 1, 2017. Thus, this report focuses on CDE's formal recommendation for Peakview School. The State Board of Education is required, by law, to direct action to the district's local school board prior to June 30, 2017.

CDE Recommendation

Pursuant to the Education Accountability Act of 2009, the Commissioner of Education is required to provide a recommendation to the State Board of Education. The Commissioner recommends **external management** for Peakview School in Huerfano Re-1 School District based upon a review of the school's data, leadership, culture, academic systems, Unified Improvement Plan, and the history of grants and supports provided to the school. The Commissioner's visit to the school in January 2017, as well as many staff visits and support over the last two years also informed this recommendation. In addition, the Department took into consideration the State Review Panel's final recommendation and the district's own proposal to pursue a management partnership with Generation Schools Network.

> **Recommendation: External Management**

Background

Huerfano School District Re-1 is a small, rural district located in southern Colorado. There are 3 schools in Huerfano School District Re-1: Peakview School and Gardner Elementary School, both of which serve grades K-8, and John Mall High School, which serves grades 9-12 and is located is the same building as Peakview School. Peakview School has earned a Priority Improvement Plan every year since 2010 (see Table 1). In 2014, Gardner Elementary School earned a Priority Improvement plan, and this year (2016) fell to Turnaround. Additionally, John Mall High School will enter Year 1 of Priority Improvement status on July 1, 2017. Except for in 2010, the high school has not been identified for Priority Improvement or Turnaround, earning Improvement or Performance Plans.

Table 1. Performance Ratings for Huerfano School District and its Schools, 2010 - 2016

	2010	2011	2012	2013	2014	2016
Huerfano Re-I School District	**Accredited with Turnaround**	**Accredited with Priority Improvement**	**Accredited with Improvement**	**Accredited with Improvement**	**Accredited with Improvement**	**Accredited with Priority Improvement: Low Participation**
Peakview School	**Priority Improvement**	**Priority Improvement**	**Priority Improvement**	**Priority Improvement**	**Priority Improvement**	**Priority Improvement: Low Participation**
Gardner School	**Performance**	**Improvement**	**Improvement**	**Improvement**	**Priority Improvement**	**Turnaround: Low Participation**
John Mall High School	**Priority Improvement**	**Improvement**	**Performance**	**Performance**	**Performance**	**Priority Improvement (Decreased due to Participation)**

Note: Ratings displayed are from Official Performance Frameworks.

Key Conditions for Success

Based on interactions with Peakview School over the past several years, the diagnostic review conducted by Generation Schools Network in October 2015, and the school's Unified Improvement Plan (UIP), it is evident to the Department that Peakview School continues to face core challenges around school culture, teacher recruitment and retention, academic systems, professional development, community engagement and district systems of support. As such, the school's pathway plan must address and implement the following conditions to demonstrate that the school is on track to attaining an Improvement or Performance plan rating.

School climate and culture. Peakview School needs to ensure that every classroom is deliberately set up and maintained as a safe, inspiring learning environment with high expectations for students. Peakview School's pathway plan needs to address how the school will:

- Develop specific building-wide strategies, structures, and processes to support student behavior
- Establish a building-wide set of behavior expectations that all staff will uphold for all students
- Develop alternative in-school interventions for negative behavior, as opposed to just suspensions
- Create a plan to collect ongoing data related to student behavior to determine additional supports needed for students to meet academic and behavioral expectations

Talent management: **Teacher recruitment, selection, and retention.** Huerfano School District Re-1 and Peakview School have continued to experience talent challenges including the inability to find qualified talent to fill positions as well as high rates of turnover amongst teachers, school leaders, and district leaders. The pathway plan must include a renewed focus on creating a cohesive, stable school environment with necessary supports in place to increase job satisfaction and impact on student

learning. Peakview School's pathway plan needs to outline how leadership will develop and implement specific strategies to:

- Increase the hiring pool and attract highly qualified candidates with prior teaching experience
- Create a compelling vision for why aspiring teachers should consider working at Peakview
- Improve teacher satisfaction
- Address teacher concerns around student behavior and discipline
- Gather and monitor data about teacher satisfaction and why teachers leave the school or the district

Academic systems. It is crucial that Peakview School focus on improving instruction and conditions that will lead to significantly better student learning outcomes. The following conditions should be addressed in Peakview School's pathway plan:

- Ensure that there is a clear vision for instruction that includes a comprehensive curriculum aligned to the Colorado Academic Standards
- Create a clear assessment strategy built around the utilization of assessment to drive instructional shifts in classrooms throughout the building
- Create and articulate a clear vision and non-negotiable expectations for instructional planning aligned with the instructional model, along with an accountability plan for how leadership will support and hold teachers accountable for implementation
- Establish and codify data-driven systems and a protocol to regularly analyze, discuss, and plan for student learning using all available data

Professional Development. The following actions need to be addressed in Peakview School's pathway plan to improve professional development for all teachers:

- Ensure all staff, new and returning, have received training in the new district curriculum: Engage NY for math and CKLA or Amplify for literacy
- Create a specific and targeted professional development plan to build teacher capacity around unpacking standards, analyzing data, and implementing quality instruction using Peakview School's specific curricula
- Provide teachers with ongoing professional development around classroom management and skills to address student behavior issues
- Create a specific plan for onboarding and training new staff who are employed after initial training is given
- Develop an observation and feedback system aligned to high-leverage instructional strategies identified by the school as critical to dramatic improvement
- Develop calendared observation and feedback schedule with principal and instructional coaches

District systems of support. In addition to the school-level conditions that must be addressed in the school's plan, the district needs to provide targeted support to the school, including actions to:

- Develop a system and structure to communicate clear expectations and monitor for effective

implementation and outcomes
- Provide school leadership with training around continuous improvement and short cycle progress monitoring of key initiatives
- Develop a comprehensive principal coaching and support model to both support existing leadership and build a pipeline of future leadership
- Establish a system of routine meetings with school leadership to discuss, analyze and make adjustments based on how the school is performing versus established implementation benchmarks and targets

Rationale for Recommendation

After reflecting on the student achievement data, school performance results, and qualitative data, CDE recommends a **management partnership** by **contracting with an external private or public entity** to manage and have decision-making authority in all of the identified areas in the "key conditions for success" above. An external entity or entities should be identified that address the key conditions for success articulated above. This partnership is necessary for dramatic improvement in student learning and achievement at Peakview School as the district and school have been unable to effect the needed changes at the school on their own. The management pathway would enable Peakview School to focus on building capacity around school culture and climate, talent management, academic systems, professional development and district systems of support.

According to Peakview School's pathway proposal that was shared with CDE, Peakview School intends to contract with an external management entity to address some of the conditions identified in this recommendation. It is CDE's assessment that while the proposed management plan (dated April 14, 2017) is a step in the right direction, it is critical that the management entity have a significant and committed role in accountability, decision-making and supporting the school and district in this turnaround effort. Given Huerfano School District Re-1's and Peakview School's significant challenges with talent retention, and the district and school's struggle to effectively implement needed academic improvements at the school thus far, CDE recommends significantly deepening the management partnership and the external management entity's authority from what has been outlined in Peakview School's proposed accountability plan. To ensure rapid and continuous improvement, it is necessary for an external management partner to have a more-embedded role at Peakview with clear and significant decision-making authority and accountability for results. Therefore, the Commissioner's recommendation for a management pathway would expect the following conditions in the partnership between Huerfano and an external management entity for the 2017-2018 school year. These conditions are not included in the management plan to the degree the Department finds is necessary.

- **School climate and culture.** It is recommended that the management partner should have:
  - Formal, whole system decision-making authority at Peakview School about the student behavior and discipline systems, structures, and policies.
- **Talent management.** It is recommended that the management partner should have:
  - Shared operational decision-making authority at Peakview School about all staff, including

the ability to hire and fire. An identified representative from the external management entity should have equal decision-making ability along with the Peakview principal.

- ○ Formal, whole system decision-making authority at Peakview School about a talent strategy for attracting and recruiting new staff, including marketing and promotional strategy.

- **Academic systems.** It is recommended that the management partner should have:
  - ○ Formal, whole system decision-making authority at Peakview School about the instructional model and strategies, curricula, assessment, calendar, scheduling, data analysis protocols, MTSS systems, and intervention systems.

- **Professional development.** It is recommended that the management partner should have:
  - ○ Formal, whole system decision-making authority at Peakview School about all professional development, including what professional development offerings teachers receive and the calendar of when professional development is delivered.

- **Continuous Improvement.** It is recommended that the management partner should have:
  - ○ Formal, whole system decision-making authority at Peakview School to define major improvement strategies, goals aligned to major improvement strategies, specific strategies to ensure continuous improvement, how progress will be monitored and the accountability structures to ensure successful implementation of key initiatives at Peakview School.

Alternative Pathways Options

CDE has also reviewed the other potential pathway options for Peakview School as delineated in state law—innovation status, conversion to a charter school, and closure of the school. At this juncture, **CDE does not recommend the innovation pathway** because there is little evidence that the school has the capacity to implement an innovation plan that addresses needed improvement in academic systems and will bring about significant change without greater district and/or external partner support. Moreover, because the district is small, all three schools within the district already have a significant level of autonomy and are not restricted in making the changes necessary to ensure dramatic improvement.

CDE believes conversion to a charter school could be an option to address the key conditions for success if certain elements were in place. First, a high quality charter would need to be willing to locate in a relatively rural area. Second, for this approach to work, community and school board support is needed. If a high-quality charter management organization (CMO) agrees to work with Peakview School and the community, and the CMO engages with the district and community to design a school to meet the community's specific needs, chartering could provide the needed systems and supports around programming, staffing, school culture, scheduling, calendar and budget to bring about significant positive change. Engagement with the community and community support are necessary components for a charter option to impact student performance.

CDE also believes that school closure, in the form of a consolidation and re-start, could be a potential pathway in addition to, or in lieu of, the main recommendation of management. School closure could have a profound impact on addressing not only Peakview's core challenges but also district challenges as well. The talent challenges experienced at Peakview are common across the district. Closing Peakview School could provide the district with the opportunity to assess current resources and potentially consolidate staff across both pre-K-8 campuses (Gardner and Peakview). The need to attract and hire fewer

teachers each year could allow the district to provide better resources, professional development and supports to all students and staff. Because there are no higher-performing schools nearby that have the capacity to serve Peakview School's displaced students if the school were to close, closure of Peakview would need to be accompanied by a fresh restart and opening of a new school to serve the community.

Pathways that Meet Necessary Conditions for Improvement

District Pathway	CDE Recommendation	Other Viable Pathways	CDE Does Not Recommend
Innovation School Status			X
Conversion to a Charter School		X	
External Management Partner	X		
School Closure		X	

CDE Recommendation Report Outline

The next sections of this report provide supporting evidence and documentation for the statements made above. First, an analysis of school data trends is provided, followed by a review of the school's systems and conditions. A summary of the school's Unified Improvement Plans is included, as is an overview of the state and federal grants provided to the school over the past several years. Lastly, the report includes an evaluation by CDE staff of the State Review Panel's report and the district's management plan for Peakview School.

Data Analysis: Peakview School

Huerfano School District has three schools, two of which serve students in grades Pre-K through 8. Peakview School, one of the two district PK-8 schools, serves 342 students and has earned a Priority Improvement rating consistently since 2010. Persistent challenges with student performance are present at Peakview School, particularly in English Language Arts and Math achievement. The following section provides a summary of school-level student enrollment and performance trends for Peakview School.
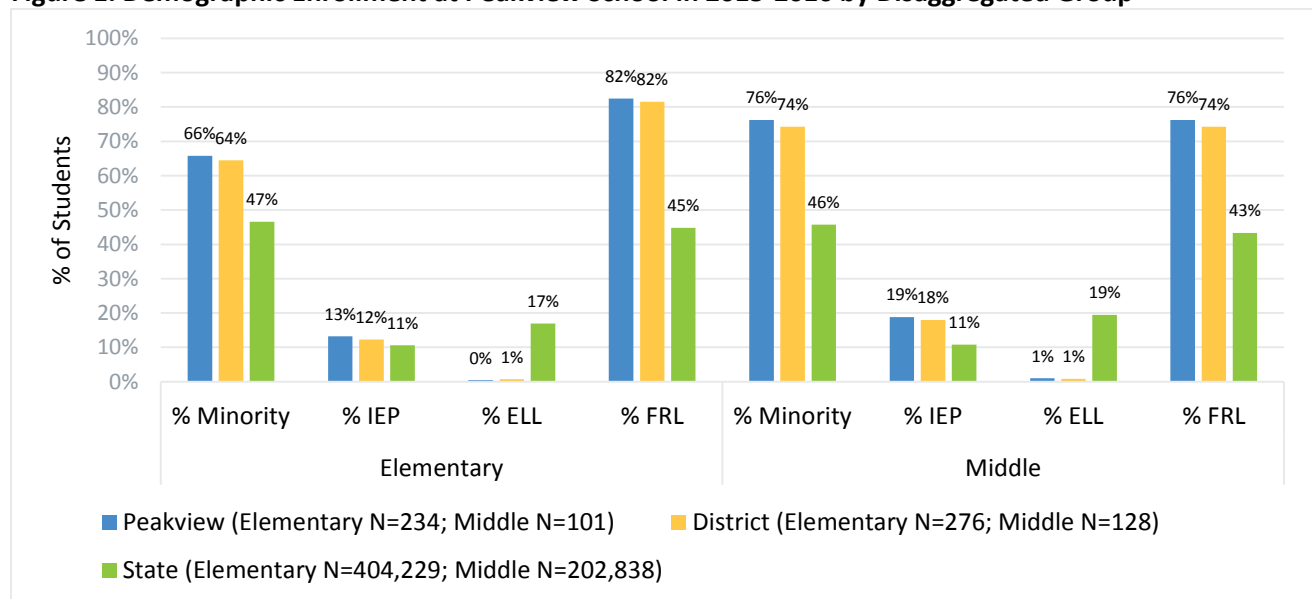
School Enrollment

Student enrollment at Peakview School has increased slightly since 2011-12, from 326 to 342 in 2016-17 (see Table 1). The proportion of high-risk students served at Peakview School, and within the district, at both the elementary and middle levels is generally higher than the state (see Figure 1). Specifically, Peakview enrolls a higher proportion of students of color, students with disabilities, and students eligible for Free and Reduced lunch than other elementary and middle schools statewide. Peakview enrolls comparatively fewer English learners than elementary and middle schools statewide.

Table 1. October Count Enrollment at Peakview School Over Time

	2011-2012	*2012-2013*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
October Count Enrollment	326	317	311	331	335	342

Figure 1. Demographic Enrollment at Peakview School in 2015-2016 by Disaggregated Group

Peakview (Elementary N=234; Middle N=101)
District (Elementary N=276; Middle N=128)
State (Elementary N=404,229; Middle N=202,838)

School Performance Frameworks

Peakview School has earned a rating of Priority Improvement consistently over the last six accountability cycles. In 2016, Peakview School earned 37.6% of points possible on the framework, which put the school in the middle of the Priority Improvement band (see Table 2).

Table 2. School Ratings over Time at Peakview School

Peakview School	2010	2011	2012	2013	2014	2016
Rating	Priority Improvement[1]	Priority Improvement[1]	Priority Improvement[3]	Priority Improvement[1]	Priority Improvement[3]	Priority Improvement[1]
Overall % Points Earned	43.4%	44.4%	42.6%	42.9%	43.6%	*

[1]*Official accountability rating based on the 1 year accountability framework.*
[3]*Official accountability rating based on the 3 year accountability framework.*
*Points earned from 2016 framework are not displayed as they are not comparable to previous years.

School Academic Performance Trends

Due to the assessment transition, the trend results are best described by looking at the rating level for each indicator on the performance frameworks. As visible in Table 3, Peakview School has struggled with Reading/English Language Arts and Math growth at the elementary level. Achievement performance on Reading/English Language and Math for both the elementary and middle grades at Peakview was consistently rated in the Approaching range from 2010 to 2014. Achievement performance was rated as Does Not Meet in 2016 across both levels and content areas.

Middle school growth at Peakview in Reading/English Language Arts has been a historical bright spot for Peakview: in 2010, the school earned an Exceeds rating, and the school Met expectations from 2011 to 2014. It should be noted that the school fell to Approaching in English Language Arts growth for the middle school grades on the 2016 framework.

Table 3. School Trends on Academic Achievement and Growth, for English Language Arts and Math

Level	Indicator	Content Area	2010	2011	2012	2013	2014	2016	2016 Participation Rates
Elementary	Achievement	Reading	A	A	A	A	DNM	DNM	97.7%
		Math	A	A	A	A	A	DNM	95.3%
	Growth	Reading	DNM	DNM	DNM	DNM	DNM	A	
		Math	DNM	DNM	DNM	DNM	DNM	DNM	
Middle	Achievement	Reading	A	A	A	A	A	DNM	88.9%
		Math	A	A	A	A	A	DNM	83.8%
	Growth	Reading	E	M	M	M	M	A	
		Math	DNM	A	DNM	A	DNM	A	
Legend	DNM=Does Not Meet		A=Approaching		M=Meets		E=Exceeds		

Note: Data from 1 year frameworks is presented.

Figure 2 shows the school's achievement percentile ranks on English language arts (ELA) and math as reported on the 2016 School Performance Framework, disaggregated by student group. Small within-school gaps are present between the All Students group and all disaggregated groups included in the school performance framework (with a high enough N size to calculate) for English language arts at the elementary level. For the elementary grades on English language arts, the All Students group outperformed all disaggregated groups. The All Students group and all the disaggregated groups on elementary math all earned a percentile rank of 1, the lowest possible percentile rank. For both content areas at the middle school level, the All Students group outperformed all other groups.

Figure 3 shows the school's 2016 median growth percentiles in English language arts and math, disaggregated by student group. Peakview School showed growth data below state expectations for both elementary and middle. Looking at math growth at the elementary level, both students of color and students in poverty outperformed the All Students group. For math and English language arts at the middle level, students in poverty outperformed the All Students group but students of color did not.

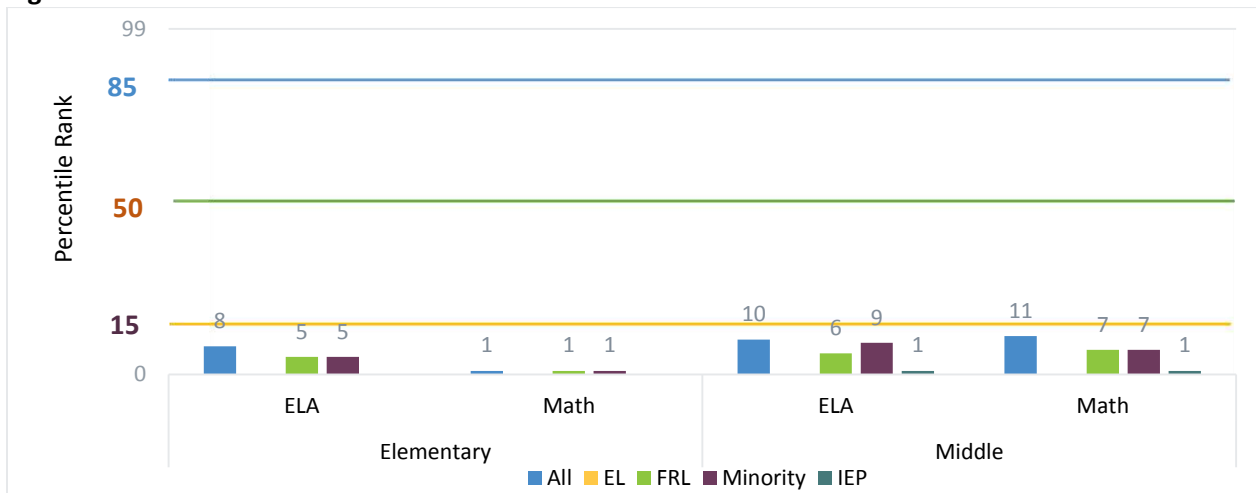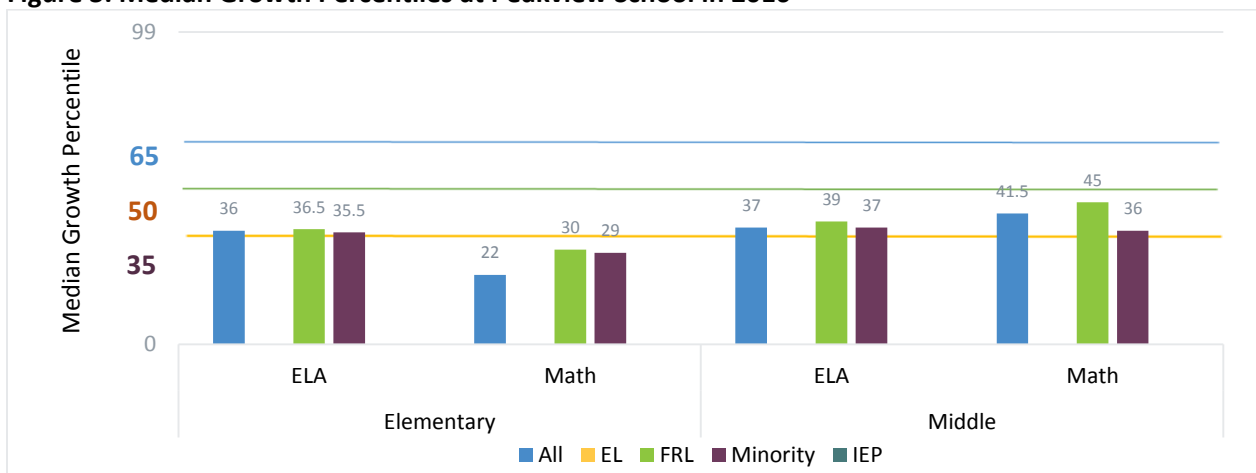**Figure 2. Achievement Percentile Ranks at Peakview School in 2016**

**Figure 3. Median Growth Percentiles at Peakview School in 2016**

School Academic Achievement Comparison for Peakview School

Given the high number of at-risk students Peakview School serves, CDE staff analyzed the school's academic achievement in English language arts as compared to other elementary and middle schools which serve comparable populations of minority, low-income or English learner students. As displayed in Figure 4 below, Peakview falls in the bottom quartile for enrollment of English learners. Peakview falls in the second highest quartile for enrollment of minority students. Peakview falls in the top quartile for enrollment of students in poverty. For minority students and English Learners, Peakview's achievement on English Language Arts was in the bottom quartile compared to elementary schools statewide with similar demographics. For students in poverty, Peakview's achievement was at the midpoint compared to elementary schools statewide with similar demographics. Similar analysis were not conducted for the middle school grades at Peakview School because the participation rates on CMAS PARCC for English language arts in 2016 for grades 6-8 were below 90%.

Figure 4. 2016 English Language Arts Achievement at Peakview School (Elementary) Compared to Other Elementary Schools Serving a Similar Proportion of High-Needs Students

Data showing the performance of other schools with similar enrollments of minority students, students in poverty and English learners is displayed in each of the columns below. Each dot represents a school; Peakview is highlighted in orange whereas other elementary schools are shaded in gray. The band in the middle of each plot represents elementary schools scoring in the 25th – 75th percentile on the English language arts assessment in 2016.
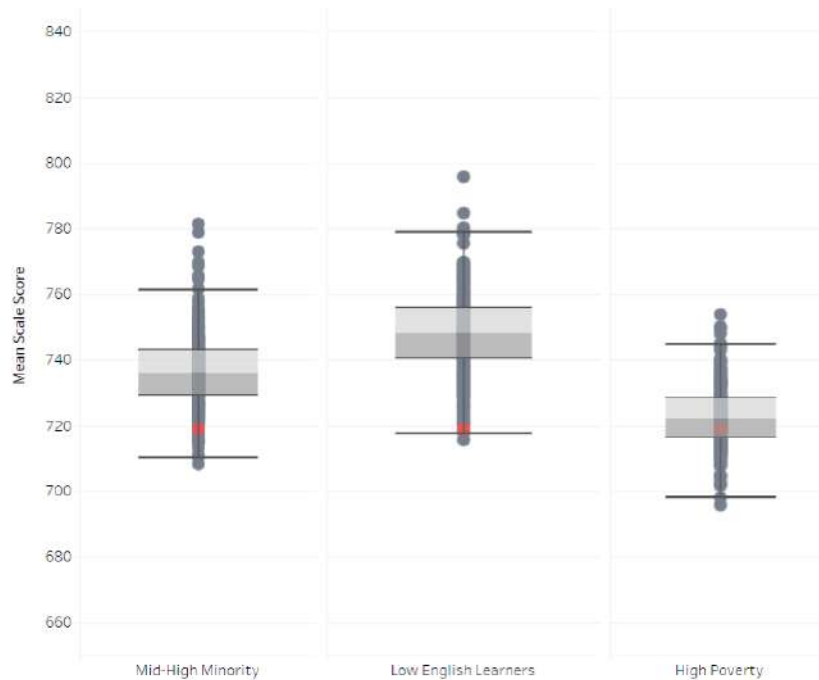
Notes: Only schools with a valid mean scale score and students enrolled at the elementary school level were included. Schools were excluded if they had fewer than 16 students or the assessment participation rate was below 90%. Schools classified as high poverty represent the top quartile (4 of 4) within each student population. Schools classified as mid-high minority represent the second highest quartile (3 of 4) for that student population. Schools classified as low English learners represent the lowest quartile (1 of 4) for that population. The following data sources were used to create this chart: Student October 2015-16 and CMAS PARCC English Language Arts results for the 2015-16 school year.

Review of Systems and Conditions

This section is designed to provide a summary of a qualitative review of district and school systems and conditions. Research on school turnaround shows that certain conditions are essential in establishing a strong foundation for rapid school improvement.[1] Schools on track to improve student achievement are likely to show strong evidence of highly-functioning leadership, culture, academic systems, district support structures and board and community relationships.

The information described below was captured primarily through CDE staff site visits and collaboration with the district over the last school year, information gathered from the Generation Schools Network diagnostic review, and state data. CDE has provided support to the school and district around accountability pathway planning, development of the management plan, and school visits.

District Leadership

- The current superintendent of Huerfano School District Re-1 is Michael Moore. Superintendent Moore has been superintendent of the district since 2014 and was previously the superintendent of the South Conejos School District.
- The district began partnering with the Generation Schools Network in 2015. Generation Schools conducted an extensive, thorough diagnostic review of Peakview School's systems to identify areas of strength and challenges.

School Leadership

- Peakview School has had three principals in six years since entering Year 1 on the accountability clock in 2010.
- Ms. Brenda Duran has served as the school principal since the fall of 2015. Ms. Duran has 11 total years of administrative experience in the Harrison, Fountain Fort Carson, and Pueblo 60 school districts.
- The Assistant Principal and Dean of Students, Mr. Santiago Bobian, joined as a member of the Peakview staff in the fall of 2016.
- Ms. Duran, Mr. Bobian, and their instructional leadership team currently participate in the Generations Schools Network's 2-year Turnaround Leadership Program (TLP). Generation Schools' program focuses on Strategic Turnaround Leadership, Instructional Turnaround Leadership, School Culture and Equity, and Managerial Leadership.
- Ms. Duran and Superintendent Moore are engaged in a national consortium of states and districts focusing on developing human capital in low-performing systems. Begun in summer 2016, this multi-year program, Talent for Turnaround Leadership (T4TLA), is hosted by the Center on Great Teachers and Leaders and the West Comprehensive Center. The T4TLA initiative focuses on the development of coherent and aligned talent management systems that attract, support, and retain effective

---

[1] Public Impact. (2008). *School Turnaround Leaders: Competencies for Success*; Mass Insight Education & Research Institute. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*; Player, D. Hitt, D.H. and W. Robinson, W. (2014). *District Readiness to Support School Turnaround*. University of Virginia Partnership for Leaders in Education.

educators in the lowest performing, highest need schools and districts. Huerfano School District and Peakview School have identified and focused their efforts in this initiative around recruiting, retaining, and training teachers.

Teaching Staff

- Peakview School has 22 teachers and 11 support staff. This includes a psychologist from the BOCES and all paraprofessionals.
- The teacher turnover rate for the last three years has been between 33-40% which is significantly higher than the state average of 17%. When disaggregated by school level, the average teacher turnover at the elementary and middle school levels has been 35% and 75%, respectively for the past three years.
- Peakview staff are generally supportive of the work in the school with 84.8% agreeing that "my school is a good place to work and learn" on the TELL Colorado survey in 2015. This is higher than the state average for other elementary schools (85.4%). On a spring 2017 internal staff survey asking the same question, 57.1% of staff agreed that "my school is a good place to work and learn."
- On two staff surveys conducted in the first quarter of 2017 staff stated the following: 1) 67% of teachers stated they needed more support and development in classroom management; and, 2) 81% of teachers stated that student behavior is a reason why former colleagues left the district.

School Culture

- While Peakview School's enrollment has increased over the past four years from 311 students to 342 students, it is still short of the target enrollment of 500 students.
- Student attendance has fluctuated over the last five years between 87-92% average daily attendance. This is below the state average of 93.3%.
- The average student mobility rate between 2010 and 2015 was 22.7% compared to 15.7% at the state level in 2014.
- In 2016-17 there were 48 in-school suspensions and 28 out of school suspensions. As of March 2017, there have already been 95 in-school suspensions, 74 out of school suspensions, and 125 office referrals for the 2016-17 school year.
- On a parent survey conducted by Peakview administration in March 2017, parents identified bullying and student behavior as their top two concerns.
- On staff survey conducted in March 2017 staff stated the following:
  - 81% of teachers stated that student behavior is a reason why former colleagues left the district.
  - 67% of teachers stated they needed more support and development in classroom management
  - 86% of staff disagree that "policies and procedures about student conduct are implemented consistently by administrators and faculty."
  - 57% of staff disagree that "the faculty work in a safe school environment."
  - 67% of staff disagree that "policies and procedures about student conduct are

clearly understood by the faculty."

- Observations by CDE staff have noted that there exist a range of learning conditions across all classrooms in the building—some have strong learning environments and some lack structure and clear expectations for focused student learning.

Academic Systems

- The current 2016-17 school year is the first year schools have had a district-wide curriculum for literacy and math in Huerfano School District Re-1. Peakview School uses the Engage NY curriculum for math, Core Knowledge Language Arts (CKLA) for K-5 reading and Amplify ELA for 6-8 reading.
- Peakview uses the following local assessments: NWEA, STAR reading, STAR Math, and Dibels.
- CDE staff have observed very mixed instructional practices, ranging from effective to poor with low levels of student engagement. Overall, there is an inconsistency around instructional expectations and instructional delivery.
- A diagnostic review conducted by Generation Schools Network in October of 2015 recommended the school focus on curricular development and planning, consistent implementation of curriculum with fidelity, educator effectiveness, and teacher retention to support continuous improvement. The district has taken a first step with adopting and implementing curriculum in the 2016-17 school year.

Board and Community Relations

- There are 7 members on the Huerfano Re-1 School Board who have strong ties to the local community.
- The Board President has been on the board for three terms. (1993-97, 2001-2004, 2011-present) and is also a member of the CASB Board of Directors.
- Both the district, CDE staff, and Generation Schools staff have presented to the board over the past school year regarding the accountability pathway options.

Unified Improvement Plan (UIP) Overview

Peakview School submitted their UIP in January 2017 on time. The CDE review of the school plan was generally positive with comments reflecting high quality priority performance challenges, root causes, and major improvement strategies that are on track. Given the school is on Year 6 with a Priority Improvement Plan, urgency must be evident in the action plan and the elements that would allow the school to monitor and report effective implementation of improvement efforts. A summary of CDE feedback over time can be found in Appendix B.

History of Supports Available from the State on UIP Development

The district and school staff members have had access to universal and targeted supports from CDE on its UIP development and historically have taken advantage of those resources. Universal supports include regional trainings held each spring and fall and access to many resources (e.g., quality criteria, UIP Handbook, online tutorials, sample plans) on CDE's website.

Current School UIP Summary

The following items were pulled directly from the school's Unified Improvement Plan submitted to CDE in January 2017. (The text in the boxes below is from the UIP.)

Where are students continuing to struggle most?
Priority Performance Challenges: *Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator(Achievement , Growth, PWR) where the district did not meet federal, state and/or local expectations.*
1. Achievement for All Content Areas Declining ELA: Reading: NWEA and DIBELS data shows an inconsistent trend in reading at the elementary level. NWEA also shows middle school is declining. The notable trend at all grade levels are below the National Target. Writing: NWEA data shows an inconsistent trend in reading at the elementary level. NWEA also shows middle school is declining. The notable trend at all grade levels are below the National Target. Math: NWEA data shows an inconsistent trend in reading at the elementary level. NWEA also shows middle school is declining. The notable trend at all grade levels is below the National Target.
2. Growth for All Content Areas not meeting expectations: ELA: Reading: The NWEA data indicates low growth in all grade level, Kindergarten through Eighth grade. Writing: NWEA data indicates low growth in all grade level, Kindergarten through Eighth grade. Math: The NWEA data indicates low growth in all grade level, Kindergarten through Eighth grade.
3. Growth Gaps for Minority and FRL students: ELA: Free/Reduced Students ranked in the 36.5 Median Growth Percentile. Minority Students ranked in the 35% Median Growth Percentile. Math: Free/Reduced Students ranked in the 30 Median Growth Percentile. Minority Students ranked in the 29% Median Growth Percentile.
4. Achievement: Reading: NWEA and DIBELS data shows an inconsistent trend in Reading at the elementary level. NWEA also shows middle school is inconsistent. The notable trend at all

grade level are below the National Target. Writing: NWEA data shows a declining trend in Writing at the elementary level. NWEA also shows middle school is inconsistent. The notable trend at all grade levels are below the National Target. Math: NWEA data shows a declining trend in Math at the elementary level. NWEA also shows middle school is declining. The notable trend at all grade levels is below the National Target.

5. Growth: Reading: The NWEA data indicates low growth in all grade levels, Kindergarten through Eighth grade. Writing: The NWEA data indicates low growth in all grade levels, Kindergarten through Eighth grade. Math: The NWEA data indicates low growth in all grade levels, Kindergarten through Eighth grade.

Why is the school continuing to have this problem(s)?

Root Causes: *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

1. Academic Professional Development: Lack of quality professional development for Literacy, Literacy Intervention, and Math instruction.
2. Curriculum Implementation: The full implementation of the adopted math and literacy curriculum, with fidelity, is still lacking. The lack of consistent use of curricular programs as well as supplemental reading programs for reading gaps and skills.
3. Student Engagement: Structures and consistent protocols do not exist for involving students and parents in engaging with their assessment results. Time and practice are not in place for teachers to be able to set goals with students and give them feedback on their progress.
4. Student Engagement: Lack of a system to engage students in understanding their own data in order to create ownership of SMART goals.
5. Literacy Instruction : • Lack of understanding of how to close gaps identified in literacy assessments • Lack of differentiated intervention strategies to specifically address targeted student need • Current flooding model is ineffective as a result of scheduling and personnel

What action is the school taking?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Implement a standards-based curriculum, emphasizing quality instruction: All content areas will have curriculum aligned with the standards, with pacing guides that articulate aligned resources. Teachers will use the pacing guides to plan instruction, create daily learning objectives and will demonstrate the learning objectives through student friendly application and evidence. Teachers will also participate in peer classroom observations to calibrate vertical alignment and ensure appropriate rigor across all grade levels.
2. Professional Development: Staff will use the continuous learning cycle of professional development, feedback, and refinement. Principal leads focused PD based on staff needs, written feedback will be provided on classroom observations. The increased number of professional development days and embedded professional learning opportunities will give

teachers the knowledge and skills to deliver high quality instruction. Teachers will be provided with the knowledge and skills to understand the scope and sequence of the newly adopted math (ENY) and literacy curriculum (CKLA), thereby giving them the tools throughout the year to deliver highly quality math and literacy instruction.

3. School Culture: Teachers will create and implement a protocol for "Academic Conferences" to analyze data with students, setting goals, and formally progress monitoring the data together throughout the year.

Grants and Support

Over the past five years, Peakview School has applied for and received three state or federal grants targeted to support the school's turnaround efforts. The district also received a Targeted District Improvement Partnership (TDIP) grant in 2010-11 to support the development, implementation and monitoring of the district's Unified Improvement Plan, which included improvement planning for Peakview School.

School Turnaround Leadership Development Grant

Huerfano School District received funding as a part of the School Turnaround Leadership Development (STLD) Grant for the 2016-2017 school year.

Grant purpose. The CDE Turnaround Leadership Development Grant is a state-funded opportunity that establishes and promotes leadership training specifically for the turnaround environment. The grant offers a list of turnaround leadership providers who work across the state to provide targeted, high-quality professional development to current school leaders, aspiring leaders, and district staff. Districts and schools may apply for grant funds to participate in one of the approved provider programs.

Funded activities. Districts and schools who receive funding from the STLD grant use the grant funds to pay for costs associated with participation in an approved provider program. Huerfano School District was awarded approximately $142,127 for a team of six school leaders and staff from Peakview School and Gardner school to participate in turnaround leadership with Generation Schools Network (GSN). GSN, one of the approved providers, offers a two-year program that combines summer institutes with online modules to support school leaders and teachers in learning how to drive change at their school and build sustainable systems.

Grant outcomes. CDE staff has had multiple conversations with district and GSN leadership during the 2016-2017 school year. Peakview School has attended all of the required GSN and STLD activities and believes the majority of participants are on-track to successfully complete their STLD commitment.

Pathways Early Action Grant

Peakview School was awarded a Pathways Early Action Grant for the 2016-17 school year to support its pathway planning efforts. This is a one-year grant supported with federal funds.

Grant purpose. The Pathways Grant enables schools and districts nearing the end of the Accountability Clock to explore pathway options. Schools and districts collaborate with CDE staff to develop a formal plan identifying an accountability pathway and implementation strategies.

Funded activities. Peakview is using Pathways Grant funds to support the planning for a management partnership with Generations Schools Network. This includes time for staff to plan and develop the management plan and consultant support to assist the school in plan development.

Grant outcomes. CDE staff collaborated with district and school leaders and Generation Schools on a regular basis regarding the development of the management pathway plan. The school district is on track to present a formal proposal to the State Board of Education in May 2017 on behalf of Peakview School.

Diagnostic Review

Peakview School was awarded a federally-funded Diagnostic Review grant in 2015.

Grant Purpose. The diagnostic review grant is intended to provide an external diagnostic assessment, analysis and facilitation of results for targeted schools. The diagnostic review is expected to lead directly to strategic and prioritized improvement plans and activities.

Funded Activities. Peakview School used the diagnostic review grant to pay for an external review conducted by Generations Schools Network. The grant also supported consultation around improvement planning.

Grant Outcomes. The outcomes for this grant result in prioritized recommendations for the school, which are expected to be included in and implemented through the school's UIP.

State Review Panel Report Discussion

Department staff reviewed the State Review Panel's report from 2015. Peakview School participated in a State Review Panel visit in 2015; the district did not elect to have the school participate in the 2016 Panel site visit. The report is built upon evidence gathered through a document review (e.g., School Performance Frameworks, Unified Improvement Plan) and a one and one-half day site visit (April 29, 2015).

Peakview School: 2015 Report

In 2015, the State Review Panel recommended Innovation School Status. The Panel found the school to be "Developing" in all five of the categories with capacity ratings, and found there was a need for the school to remain open (criteria six).

Table 4: 2015 State Review Panel Site Visit Summary: Peakview School

SRP 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/district remain in operation to serve students.	**Yes**

*Capacity levels include: Not Effective, Developing, Effective and Highly Effective

The main reasons cited for Innovation School Status was "the school leadership has demonstrated a high level of strategic planning in an effort to implement a course for dramatic change. The SRP believes that autonomy gained from Innovation Status would allow the school to focus energies and resources towards meeting the unique student, school, and faculty needs." The Panel noted that a new principal was put into place at the school in the 2014-2015 academic year, and the panel found that the new leader demonstrated an awareness of improving student achievement. Since the time of the State Review Panel evaluation, the principal of the school has changed. A new principal of Peakview began at the start of the 2015-16 school year.

The Panel did not recommend management by a private or public entity other than the district because "there is no evidence that school leadership is lacking in effectiveness. In fact, school leadership demonstrates the knowledge, experience, and skills necessary to have a great impact on improving instruction and subsequently student learning in a focused and expedient manner." Because of the leadership change that occurred after the State Review Panel evaluation, the Panel's assessment does not accurately reflect the needs of the school that are present now. CDE finds that there is a need for a strong

management partner to support the school and district leader in providing consistent and rigorous instruction for all students.

The Panel did not recommend conversion to charter status "due to the strong leadership that is in place. The school has demonstrated positive early gains through the collaborative efforts of the board, district, and school leadership. The autonomy gained from being a charter would likely have a negative result for two reasons: 1) the local community does not have the expertise or capacity to participate in leading and managing a school at the level required for a charter school; and 2) the community is distrustful of outside entities. Conversion to a charter would likely result in a reversal of the progress made this year, which might not be salvaged for years to come."

The Panel did not recommend closure because the school is in a remote area and busing students to another district could have a negative impact on learning time and education focus for students.

CDE Evaluation of the Management Plan

The Department used the following rubric to evaluate the proposed management plan for Peakview School. The rubric was developed to assess whether the plan, if implemented, will have significant, rapid and positive impact on student learning.

Management Plan Overview	□ Meets expectations **X Partially Meets Expectations** □ Does not meet expectations	
Plan Component	**Rating of Evidence**	
Need for Management Partner	**Meets Expectations**	**Comments**
Plan provides a clear and compelling rationale for pursuing a management partnership.	✓ Provides clear rationale for why the school is selecting the management accountability clock pathway for the identified Priority Improvement/Turnaround school(s) or school. ✓ Gives in-depth description of the district and/or school's most pressing areas of need that the management partner will help address and support. ❏ Explicitly explains how the management partnership will result in a greater level of success for student learning.	The plan provides a clear and sound rationale for selecting the management pathway in lieu of other pathway options. The plan could be improved, however, by clearly explaining how the partnership with Generation Schools Network (GSN) will result in dramatic gains in student achievement. Plan provides a helpful overview of the most pressing areas of need that the partnership with GSN will address (talent, curriculum, PD and culture) While the plan explains the supports GSN will provide to Peakview, it does not explicitly state how these supports will result in a greater level of success for student learning.
Mission & Vision	**Meets Expectations**	**Comments**
Plan articulates a vision and mission that reflects high expectations for student learning and sets goals for improving academic outcomes.	✓ States a mission and vision that provides a clear and concise picture of what the school/district aims to achieve. ✓ Demonstrates how the management partner will help the school/district advance its vision and mission. ❏ Identifies actionable goals for student academic achievement. ✓ Establishes a vision for how the district and/or school will earn its way off the accountability clock.	Under the "School Profile Section" in between the District and School mission and vision there is an incomplete sentence regarding Peakview's strengths. Consider revising to include those strengths. The school and district mission/vision statement complement one another well and make it clear what the district and Peakview hope to achieve. Further, the

		management plan addresses GSN's role in advancing Peakview's mission and vision. While the plan names "increased student achievement outcomes" as a goal, it is not clear in what content areas or how student achievement outcomes are defined. Consider revising to provide more discussion of the student-level achievement targets that are provided in Appendix E and how Peakview and GSN project those targets to increase over the course of the partnership.
District Systems	**Meets Expectations**	**Comments**
Plan describes district flexibilities and resources that will be granted to allow for the agreed upon scope of work.	❏ Describes any flexibility or changes in district policies and practices that will be granted to the school(s) as a result of the management partnership. ❏ Outlines the district's plan for providing differentiated support to the school, including changes to organizational structures, routines, or systems. ❏ Describes the district's plan or changes in allocating resources (financial or personnel) to ensure the success of the management plan.	Further clarify district level supports and flexibilities, including what is meant by "flexibility in staff placement" and "as much fiscal support as possible to hire and retain quality staff." Aside from revising the attendance policy, issuing teacher debit cards, and changing the bus routes, it is unclear what the district's level of capacity, support and involvement is in ensuring the flexibilities for fiscal resources are available for Peakview to dramatically improve. Given the stated challenges and focus around school culture, instruction and professional development, what is the district's plan or proposed changes to ensure that Peakview has as much authority and flexibility as possible?
School Design Plan	□ Meets expectations **X Partially Meets Expectations** □ Does not meet expectations	
Plan Component	**Rating of Evidence**	**Notes**
Academic Systems	**Meets Expectations**	**Comments**
Plan articulates what strategies, the school	For schools or districts implementing changes to academic systems, please address the following elements. If a school or	Plan provides an overview of proposed changes to curriculum and instruction.

	district is not making changes in these areas, provide rationale for not making changes.	It is unclear what the strong points are (i.e. things that are going well or things that have already been implemented with fidelity), and what still needs to be developed (i.e. curriculum maps). Therefore it is hard to understand what the role of the partner will be. Clarity in describing what exists, what is being implemented, and what needs to be developed, would strengthen the plan.
will focus on that are related to academic systems. Such strategies may address: • Time • Curriculum & instruction • Assessments & data • Special populations	✓ Articulate proposed changes to curriculum and instruction at the school in response to school needs. Discusses any special academic/curricular themes and addresses how the chosen curriculum and instructional methods are expected to improve school performance and student achievement and are necessary for the school to achieve its mission ✓ Provides an overview of the school's proposed assessment plan, including a description of any assessments that will supplement those required by the district and the state ❑ Describes the school's approach to provide personalized and differentiated instruction that best meets the needs of all students, especially students with disabilities and English Language Learners. ✓ Describes what changes to the school schedule or calendar will occur and articulates how the change will address current barriers and lead to increased student achievement.	The discussion around the school's approach to provide personalized and differentiated instruction that best meets the needs of all students, especially students with disabilities and English Language Learners could use further development.
Culture of Performance	**Meets Expectations**	**Comments**
Plan articulates what strategies, the school or district focus on that are related to culture of performance.	For schools or districts implementing changes to school culture, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes. ❑ Articulates changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture for all students and teachers. ✓ Describes plan to engage regularly, frequently, and effectively with parents and guardians, external stakeholders and the community at large.	To foster a more stable and positive school culture, Peakview will need to more clearly define the changes to the systems, programs, structures, rituals, and routines the school will use to improve the culture for all students and teachers. It is unclear to what degree stakeholders (including school staff and parents) are aware of and supportive of the management partnership and the prioritized strategies.

		The plan states that the district will seek continued engagement from staff and the community to gain buy-in for the pathway plan and improve overall school culture.
Talent Management	**Meets Expectations**	**Comments**
Plan articulates what strategies, the school or district will focus on that are related to talent management.	For schools or districts implementing changes to talent management systems, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes. ✓ Provides an overview of the school's recruitment and staffing plan how these changes will produce gains in academic achievement. ✓ Explains how plans for professional development differ from the school's current practice and/or district requirements and why these changes are necessary. ✓ Describes changes to the processes and criteria used to support the strategic evaluation and retention of highly effective teachers and staff, including incentives and compensation.	The plan adequately addresses the changes in structures around professional development, as detailed in the Professional Learning Opportunities section The Talent section addresses several strategies in the district's plan for recruiting and retaining teachers. The plan, however, can be strengthened by providing more rationale for why the listed strategies were selected as the highest-leverage actions. Is there data available that indicates those strategies will have a profound impact on teacher retention? The Management plan addresses several retention strategies, as well as strategies for classroom walkthroughs and coaching to evaluate teachers.
Management Partner	☐ Meets expectations <mark>**X Partially Meets Expectations**</mark> ☐ Does not meet expectations	
Plan Component	**Rating of Evidence**	**Notes**
Selection of Partner	**Meets Expectations**	**Comments**
Plan describes the process the district used to select the partner and ensure management partner has a track record of success in supporting schools in identified areas of need.	✓ Plan describes a rigorous process of recruitment, vetting and selection of partner. ✓ Selection process demonstrates verifiable, quantitative data that demonstrates the partner's past effectiveness in improvement in schools with similar needs and similar demographics. Where appropriate, names and qualifications of key staff members assigned to the school are provided. ✓ Justifies why the scope of work is appropriate given school/district needs (e.g., if only seeking a targeted management partnership, why and how is the targeted	Plan includes criteria for an ideal management partner and describes how GSN was selected to support Peakview in its identified areas of need. Further clarify how GSN's services, expertise, and approach align to the school's needs, particularly given the level of decision-making that is being proposed in the management partnership with Peakview.

	approach appropriate?). ✓ Articulates how the partner's services and approach will align to and support current district needs. Explains how the partner will directly support the school or district's plan for improvement.	Further clarify how and why the whole system management approach is more appropriate than a targeted approach.
Scope of Work	**Meets Expectations**	**Comments**
Plan describes one or more targeted areas the management partner will focus on in the district and provides a timeline for the implementation.	✓ Includes a clear and concise overview of the scope of services to be implemented by the management partner. ✓ Provides detailed explanation of the agreed upon targeted areas for support for the school/district. ✓ Includes a timeline that thoroughly outlines implementation of the scope of services. Plan should be practical but also demonstrate urgency for pulling the school/district off the accountability clock	The plan clearly articulates how GSN will support Peakview and the level of decision-making authority GSN will have to ensure Peakview increases student outcomes. The plan also provides clarity on the implementation benchmarks GSN will monitor to ensure successful achievement of this plan. While the scope of work section addresses many of Peakview's major areas of need, this section should be expanded to address Peakview's school culture needs and to address the need for attracting and hiring high quality teachers. Additional clarity around GSN's role in parent engagement would strengthen the plan.
Performance Contract/MOU	**Meets Expectations**	**Comments**
The district and management partner should enter into a comprehensive performance contract/memorandum of understanding (MOU) that specifically outlines the terms of the performance partnership.	The plan includes a description or copy of the contract/MOU between the district and the management partner. It clearly outlines the terms of the performance partnership, including (where applicable): Comprehensive Services ✓ Length of contract (suggested to be 2-4 years) ✓ Management fees, budget autonomy and fundraising • Includes description of resources necessary to sustain the partnership for duration of the contract	The contract clearly delineates the specific management authority GSN will have in the areas of on-site professional development, talent management, data-driven instruction and progress monitoring. The contract is less clear regarding the role and authority of GSN over activities related to school culture or family and community engagement. Additionally, the plan would be stronger with more clear explanation of authority that the management partner has around academic systems. While the "Reporting and Accountability Provision"

✓ Terms of termination initiated by the district or the management partner. Description of process the district and partner will follow in the case of disagreements of judgment or scope of work as outlined in contract/MOU.

N/A Relevant responsibility for Non-Academic Operations (e.g., facilities, maintenance and operations, accounting, payroll and HR, technology, dining services, transportation, school security, procurement.)

Responsibilities, rights, and authorities of the management partner and the district

✓ Articulates what specific management authority the partner will hold that will be significant and meaningful to addressing the identified school/district needs.

✓ The management partner's rights and responsibilities should include any autonomies around academic systems, talent management and culture as specified above in the school design plan. The plan should describe the degree and type of decision-making control that the partner may exercise.

❏ Establishes clear lines of reporting, responsibility, and supervision of district-partner relationship.

❏ District responsibilities should include providing the partner with a direct contact/advocate within the district system, continuing services as needed (e.g., purchased services), and ensuring compliance of the partner and school.

✓ Partner responsibilities should include the number and qualifications of partner staff who will be embedded within the district or school(s) and should articulate their roles and responsibilities.

Accountability for student achievement and assessment of success:

❏ Addresses performance accountability, including fidelity of implementation and effectiveness at raising student

---

section of the plan clearly establishes strong accountability and reporting mechanisms, that information is not included in the contract. Consider revising the contract to include this as well as the district and school responsibilities.

The plan provides a clear scope of work and implementation benchmarks for which the management partner will be responsible, but there is little discussion of how the management partner will hold the school accountable for meeting the student achievement targets set in Appendix E.

achievement. ✓ Includes specific benchmarks and timelines for program implementation and performance outputs. ✓ Includes agreements on shared access to data and leading and lagging indicators of performance. Identifies supports and interventions for deviating performance, and remedies available to either party if there is failure to make reasonable progress toward mutually agreed-upon performance benchmarks.	

Summary	Overall Rationale
CDE has determined that the proposed Management Plan **partially meets expectations** to meet the standards described above.	The plan provides an overview and enough detail to understand how Peakview School intends to use a management partner to address key challenges. The plan's focus on talent, curriculum and instruction, professional development and school culture is a step in the right direction, but the plan does not give enough detail around the roles and responsibilities of the district, the management partner, and the criteria and data that will be used to determine sufficient progress. The plan does not provide actionable goals for student achievement to truly track if strategies used for each identified area of need are having demonstrable outcomes for students. Generation Schools Network's (GSN) role in the management plan and their decision-making authority is written into some areas, but it needs to be clarified and addressed in all areas of the proposed scope of work. The plan should be more specific around what, when, and how often decisions are made jointly or separately by district/school staff or by GSN. A decision-making matrix would be helpful in that regard. Given the number of needs and priorities articulated in the plan and lack of district capacity to take on all of those needs with fidelity, CDE recommends that Peakview School enter into a strong management partnership that provides Generation Schools Network with robust decision-making authority and oversight.

Appendix A: Accountability Clock Background

State law requires that the Colorado State Board of Education and the Colorado Department of Education hold all districts and schools accountable for student performance (C.R.S. 22-11-101 et al.). The state annually evaluates student performance in districts and schools through a set of consistent, objective measures, and then uses this information to inform rewards, sanctions, and supports. Districts and schools assigned to a Priority Improvement or Turnaround plan have the lowest performing student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool— the District and School Performance Framework (DPF/SPF) reports. The DPF and SPF reports are based on key Performance Indicators that the state has determined to be most indicative of how prepared students are for college and career: achievement, growth, and postsecondary and workforce readiness, which each indicator including the disaggregated results for different student groups. Districts and schools on Priority Improvement or Turnaround plans tend to be falling short of state expectations for students in each of these areas. Guidance on the 2016 School and District Performance Frameworks can be accessed at: http://www.cde.state.co.us/accountability/performanceframeworksresources.

Pursuant to the Education Act of 2009, Article 11 of Title 22, C.R.S., a district or the Charter School Institute (Institute) may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before the State Board removes the district's/Institute's accreditation. In State Board of Education rules, 1 CCR 301-1, section 5.07, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan.

The Education Act of 2009, Article 11 of Title 22, C.R.S., outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. According to State Board of Education rules, 1 CCR 301-1, section 10.05, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the school is notified that it must implement a Priority Improvement or Turnaround Plan.

These statutory timelines are referred to as the "Accountability Clock." The processes associated with each typical year of the clock, from the notification/planning Year 0 to the final Year 6, including actions directed by the State Board of Education at the end of the Accountability Clock, are detailed in the timeline below.

Following the passage of HB15-1323, accreditation ratings and school plan types were not assigned in Fall 2015. As a result, the 2015-16 school year was removed from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year resumes where the 2014-15 school year left off in terms of the accountability clock.

The Accountability Clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. The Accountability Clock stops for a district or school once the State Board adopts an SPF/DPF with a rating of Improvement or higher. At that point, the district or school would be considered to have exited Priority Improvement or Turnaround status. If a district or school is on Turnaround and moves to Priority Improvement the Accountability Clock continues and is not reset.

If a school or district receives a plan type of Priority Improvement or Turnaround for more than five consecutive years, then the State Board of Education must direct an action to the local board of education. The State Board has discretion to take action prior to the end of the Accountability Clock for schools and districts with Turnaround plans.

Schools and districts on the Accountability Clock for any period of time should be implementing research-based strategies of appropriate scope and intensity to improve student outcomes. After five consecutive years, the local board will be directed by the State Board of Education as to which strategy, or pathway, to pursue. This may include school closure, converting schools to a charter school, working with an external management partner, seeking innovation status for a school or group of schools, or district reorganization. In considering appropriate actions, the State Board will refer to recommendations from the State Review Panel and from the Commissioner of Education. School districts may also provide a proposal for their preferred pathway to the State Board.

For more information on the accountability clock, please visit: http://www.cde.state.co.us/accountability/accountability_clock.

Appendix B: History of UIP Feedback

Since 2010, Peakview Schools has had a Priority Improvement plan type, with CDE conducting annual reviews of the UIP. Following the review of the UIP, CDE provides feedback and requires, in some cases, that changes be made to the plan before it is publicly posted or within the next year. Until two years ago, the district had been eligible for and submitted a combined plan (district and all schools). Concern has centered on ensuring the needs of each specific school within the district was identified (in the combined plan) and addressed with strategies conveying dramatic change and action plans that can be effectively implemented.

School Year	Required Changes	Summary of Required Changes
2016-17 (individual plan for Peakview)	Yes, some concern	Overall the plan reports data and describes performance challenges, root causes and major improvement strategies that are at a systemic level. Given the school is on year 6 with a Turnaround Plan, urgency must be given to the action plan and the elements that would allow the school to monitor and report effective implementation of improvement efforts. The plan would benefit from alignment with the accountability pathways strategy identified for the school.
2015-16 (individual plan for Peakview)	Yes, minor changes	The UIP provides a description of the school's demographics and stakeholder involvement in the UIP. It provides analysis of local assessment data for current performance and trend analysis and describes an effective process of root cause analysis. Although the school is in the 5th year of Priority Improvement, there appears to be no sense of urgency regarding improvement of student achievement or growth. The plan could be strengthened by reviewing the priority performance challenges and the root causes, determining the most significant reason for continuing decline, identifying the strategies most likely to get quick results and writing an action plan that demonstrates the urgency needed to turn this school around.
2014-15 (combined district plan)	Yes, great concern	The plan submitted is a combined district plan for Huerfano RE-1. Both Gardner and Peakview Elementary schools are on Priority Improvement, Year 1 and Year 4 respectively. Therefore, the plan received a review from the lenses of both Gardner and Peakview. The UIP presents detailed information about the school and district, and provides context that is meaningful and well-organized. The data analysis is thorough and reflects district-wide data for all indicators and content areas. The district/school may consider prioritizing the action plan through narrowing the data focus, and establishing deeper root causes. Broad priority performance challenges and associated root causes result in broad major improvement strategies and action plan steps that, if implemented, may not result in the dramatic change needed to move the schools off of the accountability clock. Writing a combined plan certainly presents challenges, and the district may want to consider organizing the plan by grade levels across schools, as appropriate.
2013-14 (combined district plan)	Yes, some changes	The plan provides a comprehensive analysis of the relevant data, including local data. District performance challenges are provided. Develop priority performance challenges specific to the Priority Improvement school. Only district level priority performance challenges are provided. Root causes were determined from the performance challenges and describe the underlying

		causes of the challenges. Major improvement strategies are of an appropriate magnitude given the overall performance of the schools and district.
2012-13 (combined district plan)	Yes, with some concern	The district has articulated a plan that provides a structure for improvement efforts. The plan could be strengthened with additional specificity and stronger alignment between plan elements (e.g. priority performance challenges, root cause analysis, action planning). As a combined plan, the district should be identifying and meeting the specific needs of Peakview, a school identified for Priority Improvement. Required changes are to include specific data analysis, prioritization of performance challenges, root cause, target setting and action planning to meet the needs of the school to ensure that it moves off of the 5-year clock.
2011-12 (combined district plan)	Yes, with some changes	Peakview Elementary has a Priority Improvement plan type and needed to be submitted to CDE for review. Because the district has less than 1000 students, then the plan could have been combined in the district plan. However, the district indicated that the plan was for the district only on p. 5. If the district would like to include the school plan in the district plan revisions, that is acceptable. The plan will need to include data and actions that are unique to Peakview to ensure that the requirements for a priority improvement plan are met. Otherwise, the district must submit a separate plan for Peakview right away for review by CDE.
2010-11 (combined district plan)	Yes, with some changes	As a participant in a Title I school improvement grant at the district level, the district was allowed to use its plan from the grant and given the following feedback: The TDIP program involves in-depth analysis of school and district performance data, root cause analysis, comprehensive reform planning and ongoing CDE support for implementation. TDIP districts have spent numerous hours and resources working with a wide range of stakeholders to compose an extensive improvement plan (using earlier versions of the UIP).

Appendix C: Grants Awarded, 2012-13 to 2016-17

Grant Name	Year Awarded & Award Amount				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
School Turnaround Leadership Development Grant					$142,127
Pathways Early Action Grant					$33,222
Diagnostic Review				$50,000	
Total				$50,000	$175,349

Appendix D: Additional Information on Generation Schools Network

CDE Request for Information from Management Partners
Submitted by Generation Schools Network in Partnership with Peakview School
March 6, 2017

Information Requested from Management Partners
CDE requests that school districts ask any current or potential partner supporting its turnaround pathway to provide the following information.

Part I: Description of Services for the Partnership
A.   Provide a brief description of your organization and your organization's background and experience in school turnaround. Using the table above as a reference, describe the type of services the partner will provide to the district and/or school: whole school, academic systems, talent management, or other.

Generation Schools Network's (GSN) vision is to transform public education to *ensure that all students, regardless of life circumstances, are prepared for success in school, work, and life*. The revolutionary Generation Schools Model simultaneously expands learning time, reduces core class size, transforms college and career guidance, includes daily health and wellness programing, integrates blended learning, and increases common planning time for teachers. GSN has demonstrated success on multiple metrics including nearly doubled graduation rates, dramatically increased teacher retention rates, a more than 90% completion rate on concurrent college course enrollment and 100% college acceptance over time in turnaround settings. GSN is implementing evidence-based methods at traditionally overlooked schools and districts in rural Colorado. GSN has significant experience providing coaching and technical assistance to schools in support of school improvement and understands the unique needs of turnaround schools in the region.

For Peakview School's Management Plan, Generation Schools Network will provide management for academic systems and for professional development and teacher support as identified in the talent management category.

B.   Describe the type of district or school best served by your organization. Include any considerations or conditions that are necessary for a successful partnership. Highlight any special populations or contexts (e.g., rural, online) your organization serves.

GSN has a long history of working with principals to implement public school solutions that are simultaneously good for students, teachers and industry. GSN accomplishes this through cost effective strategies that consider how time, talent, and resources can best be utilized to meet the needs of all stakeholders. GSN provides coaching and mentoring to principals and teachers utilizing its highly skilled staff. Years of experience in turnaround settings make it possible for the GSN team to build productive partnerships with struggling schools and districts. In fact, during the 2015-2016 academic year alone, GSN worked with 43 school districts and 96 schools reaching approximately 1,485 teachers and 19,338 students and saw two schools come off the state's accountability clock. Of those 43 school districts, 37 are classified as rural.

Since its founding in 2005, GSN has worked in a variety of school settings including:
- the largest school district in the country (NYC)
- the largest school district in Colorado (Denver Public Schools)
- small, rural schools and districts
- single charter schools
- Innovation schools and schools with union side agreements
- suburban schools

Regardless of size or governance structure, GSN seeks to come alongside as a thought partner and coach in helping schools to solve their most pressing challenges in fulfillment of its mission: *to transform public education through sustainable, scalable strategies that drive student achievement and teacher effectiveness for all students and teachers.* The majority of schools where GSN has worked include high rates of students who qualify for free or reduced lunch. This has been intentional as GSN sees helping to bring equity to the system as part of its work ensuring every student is prepared for success.

Conditions for a successful partnership are based on an initial needs assessment that is conducted with schools or districts who are interested in partnership with our team. The needs assessment is typically undertaken in collaboration with multiple stakeholders at the school and district levels. In addition to the needs assessment, GSN works directly with the LEA to evaluate readiness for partnership by assessing the district's commitment to collective responsibility and accountability, shared leadership, and collective efficacy to implement dramatic change as a united system.

C. Describe the specific types of activities the organization is proposing and the scope of work your organization could provide to a district or school. Explain promising aspects of your partnership.

GSN has supported Peakview School beginning in 2015, first with the CDE Diagnostic Review and Improvement Planning process in Winter 2015, where the school was given a comprehensive on-site review based on the Colorado Standards and Indicators for Continuous School Improvement. The findings from the review were used to develop the school's UIP. In the Spring of 2016, Peakview School applied with GSN for the CDE Turnaround Leadership Program and began working with the grant in May 2016.

For the next two years, the school will implement the following changes through the Management Partnership:

Curriculum Support and Alignment

- Redesign of K-8 schedules to maximize use of blended learning opportunities and content-driven blocks of instruction
- Implementation and alignment of curriculum and standards to ensure effective pacing and instructional planning

Instructional approach

- Implementation of curriculum with fidelity, along with consistent instructional practices that will allow teachers to respond to Tier I, II and III levels of performance
- Instructional coaching to support classroom management, instructional practices and student engagement

Formative and summative data assessment and analysis

- Implementation of data driven protocols and practices for benchmark and classroom assessments

Multi-Tiered Support System

- Development and implementation of MTSS systems and tools to support whole-child development

Talent Management

- Development and implementation of a peer mentorship structure to support peer learning, a collaborative approach to teaching, and staff cohesion

D.   Provide specific examples of your accomplishments and where your organization has seen successful for students. Describe existing programs inside or outside of Colorado, the results they have been able to achieve, and other available evidence demonstrating outcomes.

The following provide exemplars of GSN's work in the turnaround context:

Bennett Elementary School utilized the Colorado Department of Education's Diagnostic Review & Unified Improvement Planning grant and Connect for Success grant along with a partnership with GSN as catalysts to assist them in their turnaround efforts. Their turnaround work focused on time redesign, teacher support, use of data and interventions as well as school culture and climate. This worked moved their school out of Turnaround in 2017.

Ignacio School District, a small district of 790 students in rural Southern Colorado focused their efforts on key actions steps and were recently notified by CDE that they have dropped off the state's watch list for chronic low academic performance. GSN's Kate Lister, Sr. Director of School Support and Implementation helped in both elementary school redesign and literacy coaching and as the coach for the Turnaround Leadership Program. The redesign work featured two on-site retreats with staff and re-allocated time, talent, and resources.

In collaboration with the New York City Department of Education, the United Federation of Teachers (UFT), and other stakeholders, Brooklyn Generation School (BGS) launched in 2007 as part of the turnaround effort at the South Shore Educational Complex. Within the first few years, as they implemented critical elements of the GSN Model, they observed significant gains in attendance, credit accumulation, and pass rates on the New York State Regents exams, attracting nationwide attention. Today, the student results at BGS are nothing short of dramatic, bringing the abysmal graduation rate of 45% to match the city-wide average of 68% and seeing 100% of the Class of 2016 accepted into post-secondary institutions. Additionally, based on the NYCDOE projections, the 2015 graduation rate was more than double what was expected based on 8th grade test scores and demographics. The schools latest quality report can be accessed here: http://schools.nyc.gov/OA/SchoolReports/2015-16/School_Quality_Snapshot_2016_HS_K566.pdf

Following the launch of BGS, GSN chose to pilot the Model in Colorado due to the state's education innovation law that allowed for flexibility and a per pupil operating revenue that was similar to the

majority of the country. Brown partnered with Wendy Loloff Piersee to build a Colorado-based team, and in Fall 2012 launched West Generation Academy as part of Denver Public Schools' turnaround effort at the West Campus. Since its first year, data has demonstrated significant student academic growth along with marked improvement on metrics including enrollment, attendance, concurrent college course completion and teacher retention. The first class graduated in 2016 and exceeded the district-wide average graduation rate of 62%. The nearly 70% rate was a 20-30 point improvement over the 40-50% rate that had been a campus norm for more than a decade. The district changed the school's name to West Early College in 2016, but more detailed information can be found here: http://generationschools.org/assets/resourcefiles/gallery/StakeholderPP%20-%20Abbreviated%20-%2020July2017.pdf

Part 2: Structure of the Management Contract and Performance Measures

A. Contract. Describe the parties needed for your proposed partnership (e.g., school, district, state) and their specific roles within the partnership. Describe the conditions that must be included in the contract to accommodate your proposed partnership. Highlight areas where you require flexibility or decision-making authority to establish a successful partnership.

Generation Schools will partner directly with Peakview School, including the Superintendent, principal and all instructional staff. Conditions of the management contract for the district partnership are for GSN to:

1. Re-design the professional development calendar and monitor all school professional development
2. Ensure curriculum implementation and consistent instructional practices utilizing instructional rounds in partnership with school leadership that include classroom walkthroughs, ongoing 1-1 feedback to teachers, and instructional coaching for all instructional staff
3. Develop, provide training for, and implement a data-driven instructional model
4. Facilitate and support monthly leadership team meetings
5. Evaluate and adjust daily instructional schedules in grades K-8 to include blended, remedial, and extended learning opportunities
6. Support the development and implementation of MTSS for the consistent use of processes and tools
7. Develop and implement a peer mentorship structure to promote collaboration and staff cohesion

Contractual expectations and decision-making authority for the two-year management partnership plan focus on the above conditions. Agreements between Peakview School and Generation Schools Network include completion of the Scope of Work (identified in following sections), performance management of the Management Plan's implementation benchmarks and student performance targets, formal assessment and feedback for the Plan's implementation, and development and implementation of sustainable school improvements that will lead to increased student performance.

District agreements within the Management Plan include:
- Providing GSN access to classrooms for observations
- Providing GSN access and scheduling for teacher coaching during planning periods

- Providing GSN access to hard copy and electronic resources, including logins and passwords, for Curriculum, Instruction and Data, including:
    - Curriculum and Standards
    - Lesson Plans
    - Student Performance Data
    - Student Attendance and Behavior Data
- Ensuring that all instructional staff consistently implement the redesigned reschedules
- Ensuring that all instructional staff consistently implement protocols and tools from professional development
- Ensuring Turnaround Leadership Grant participants engage in the program through June 2018 and fulfill the course requirements
- Providing committed support and on-going communication to GSN to implement the Scope of Services

B.   Outcomes. Specify the ideal length of time needed to accomplish the partnership's outcomes, and the specific measures that can be used to evaluate performance. Describe the timeline for establishing a partnership and implementing key components of the scope of work. If the partnership is time-limited, describe under what circumstances the partnership will be dissolved either as a result of successful completion of the partnership or as a failure to meet expectations.

The ideal partnership to accomplish the district's goals would be for 2 years, for the 2017-2018 and 2018- 2019 school years. Below is a summary of the Scope of Work, Key Services and Timeline organized by Management Partnership category. It is GSN's hope that implementation benchmarks will align with UIP action plan and implementation benchmarks.

Partnership Category	Scope of Work	Key Services	Timeline
(1) Curriculum	(1a) Redesign of K-8 schedules to maximize use of blended learning opportunities and content-driven blocks of instruction (1b) Monitor implementation of ELA and math curriculum	Design of school level daily schedules Monitoring of professional development to support effective implementation of ELA and Math content during the elementary literacy block Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback on curriculum and planning practices	Completed by August 2017 (3 days) Summer 2017 (Monthly) September 2017-May 2018; September 2018-May 2019
(2) Instruction	(2a) Implementation of consistent instructional practices within the literacy block to allow teachers to	Design and modify school level daily literacy routine K-5	Completed by August 2017, Monitoring for modification Sept 2017 - May 2018

	respond to Tier I, II and III levels of performance (2b) Instructional rounds to support ongoing feedback and support for classroom management, instructional practices and student engagement	Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback on instructional strategies (TLP) Instructional Coaching Summer Institute and Turnaround Leadership Retreat	(Monthly) September 2017-May 2018; September 2018-May 2019 (TLP) 4 days, Summer 2017
(3) Data Systems	(3a) Development of, training on, and implementation of data driven protocols and practices for benchmark and classroom assessments	Monthly instructional coaching and feedback on assessment protocols and short-cycle Action Plans (TLP) Monthly leadership team meetings to update and revise UIP Action Plan	(Monthly) September 2017-May 2018; September 2018-May 2019 (Monthly) August 2017-May 2018;
4) Talent Management	(1a) Development and implementation of a peer mentoring structure to promote collaboration and staff cohesion (1b)Redesign of professional development calendar	Development of Peer Mentorship Structure in partnership with school leadership Monitoring of implementation and effectiveness Monitoring of scheduled PD opportunities	Completed by August 2017 Quarterly August 2017 - May 2018 (Monthly) Sept 2017-May 2018
(4) Multi-Tiered Support System	(4a) Development and implementation of MTSS systems and tools to support whole-child development	(TLP) Professional development and facilitation of meetings to finalize MTSS process and tools (TLP) Professional development for whole-child strategies, equity pedagogy and equitable learning culture Assessment and report on MTSS Self Assessment rubric 1x per year Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback for implementation of equitable learning culture	(ongoing) January 2018 -May 2019 (Monthly) January 2018-May 2019 Spring 2017, Spring 2018, Spring 2019 (Monthly) Spring 2018; August 2018-May 2019

Measures to evaluate implementation (implementation benchmarks) are being developed in the current Pathways Management Plan that will be reviewed by the State Board of Education in May 2017.

Reporting expectations:
1. Generation Schools Network will report monthly to the Superintendent and Board of Education to include information on successes, deficiencies, and areas of challenge.
2. Generation Schools Network will meet with and provide a report to the school's leadership team on a monthly basis.
3. Generation Schools Network will report successes, deficiencies, and areas of challenge to the State Board of Education on a bi-annual or quarterly basis (to be determined in final pathways plan).

UIP and Management Plan implementation benchmarks (once identified) and student performance targets will be used as the indicators for both staff and student performance. Implementation benchmarks and student performance targets will be reviewed and evaluation data will be collected and reported by GSN to the district in October, January, and May for both school years. GSN will deliver the performance report to the district by the final working day of each specified month to the superintendent via email. Performance on both staff implementation and student performance will be used to evaluate the effectiveness of the Management Plan.

Reasonable progress toward implementation benchmarks and student performance targets is defined as having at least 70% of implementation benchmarks and student NWEA benchmark performance on target at the end of each reporting period (October, January, and May of each school year) for both parties. If reasonable progress is not being demonstrated, adjustments to the terms of the Management Plan, including adjustments to the future implementation benchmarks, must be made in mutual agreement between the District and Generation Schools Network within 15 calendar days of the report. GSN will report progress to the Scope of Services and Implementation Benchmarks three times per year to the local school board and CDE.

Deviating performance will be defined as progress that does not improve to at least 70% of benchmarks and student performance targets demonstrating progress after two, consecutive reporting periods. In the case of deviating performance, the District and Generation Schools Network will have 30 calendar days to determine interventions to support effective implementation plan adjustments. Interventions may include adjusting Partner Team assignments and roles for implementation, changes in teaching and/or leadership staff roles and responsibilities, and/or re-prioritization of strategies or measurements for implementation, and timeline adjustments.

Dissolution/Termination of Partnership
The Partnership will be evaluated on an annual basis to determine whether the Implementation Benchmarks identified have been achieved and the Key Services set forth in the Scope of Services have been delivered in accordance with the Timeline set forth in the contract. In the event that the Implementation Benchmarks have not been achieved and/or the Key Services have not been delivered in accordance with the Timeline set forth in the contract, the District may terminate the management contract.

In the event that Generation Schools does not receive the support necessary from the school, district, board or other relevant party to ensure the success of the management contract, Generation Schools may terminate the contract upon thirty days written notice.

C. Costs. Provide the cost structure associated with establishing a partnership with a school or district.

The district will be requesting a pathways grant to support the district in urgent, 2-year implementation. It is unclear the District's willingness to commit and/or secure the allocation of additional funds to the management pathway at this time. Over the course of the two year agreement, the estimated total expenses are $135,000.

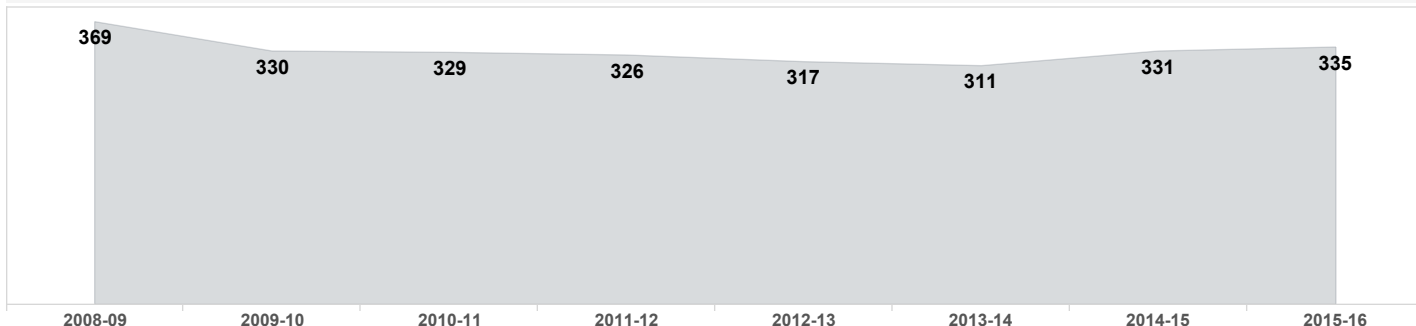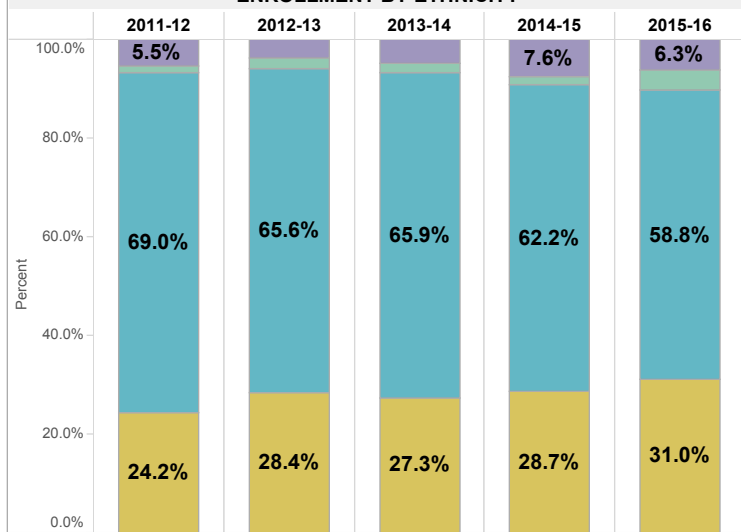| Year 1			
Direct Service	PD Days for Instruction and Data	x7 (2 in August, 1 in October, 1 in January, 1 in_____, 1 in _____, etc)	$10,500
	PD Days for Curriculum- Engage NY (2 summer 2017, 1 winter, 1 spring)	x4	$6,000
	9 Months of Instructional Coaching	x44 days	$44,000
	Prep, Planning and Resource development	8 hours per month x10 months	$9,000
Teacher Stipends	x3 PD Stipends (18teachers, $100/day)		$5,400
	Additional expenses for training days (meals, etc)		$400
		Total	**$75,500**
Year 2			
Direct Service	PD Days for Instruction and Data	x7 (3 in August, 1 in October, 1 in January, 1 in_____, 1 in _____)	$10,500
	9 Months of Instructional Coaching	x28 days	$28,000
	Prep, Planning and Resource development	8 hours per month x10 months	$9,000
Resources	AVID Programming/PD	$12,000	$12,000
		Total	**$59,500**

Appendix E: Additional School Data

STUDENT DATA

Data notes: Information includes percent of students by race/ethnicity student group. ELL is defined as students who are NEP, LEP and FEP M1 and M2.
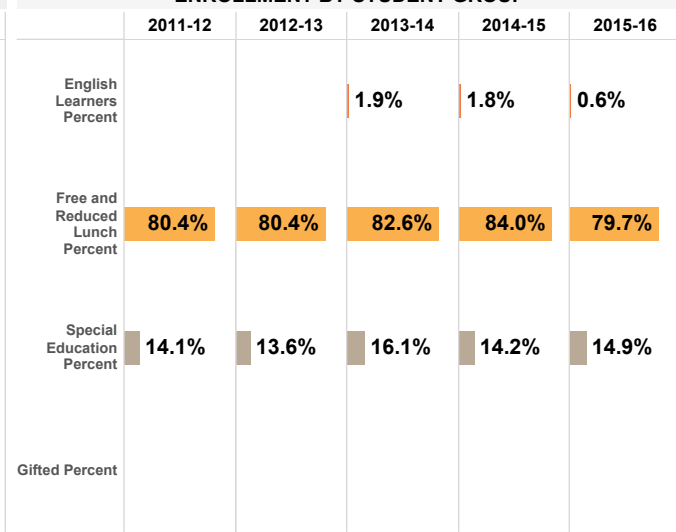Data source: October 1 Student Count

TOTAL STUDENT ENROLLMENT

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
369	330	329	326	317	311	331	335

ENROLLMENT BY ETHNICITY

	2011-12	2012-13	2013-14	2014-15	2015-16
Percent Other	5.5%			7.6%	6.3%
Percent Hispanic or Latino	69.0%	65.6%	65.9%	62.2%	58.8%
Percent White	24.2%	28.4%	27.3%	28.7%	31.0%

Legend: Percent Other, Percent Black, Percent Hispanic or Latino, Percent White

ENROLLMENT BY STUDENT GROUP

	2011-12	2012-13	2013-14	2014-15	2015-16
English Learners Percent			1.9%	1.8%	0.6%
Free and Reduced Lunch Percent	80.4%	80.4%	82.6%	84.0%	79.7%
Special Education Percent	14.1%	13.6%	16.1%	14.2%	14.9%
Gifted Percent					

Attendance and Mobility Rates

Information includes calculated attendance rate and district mobility rate. Orange line indicates state average rate. Mobility rate calculation revised for 2013. Please reference SchoolView for additional details.
Data Source: CDE Education Statistics Page

Attendance Rate

2011-12	2012-13	2013-14	2014-15	2015-16
83.7%	92.7%	91.0%	90.8%	92.0%

Mobility Rate

2010-11	2011-12	2012-13	2013-14	2014-15
33.6	27.7	22.0	8.5	21.8
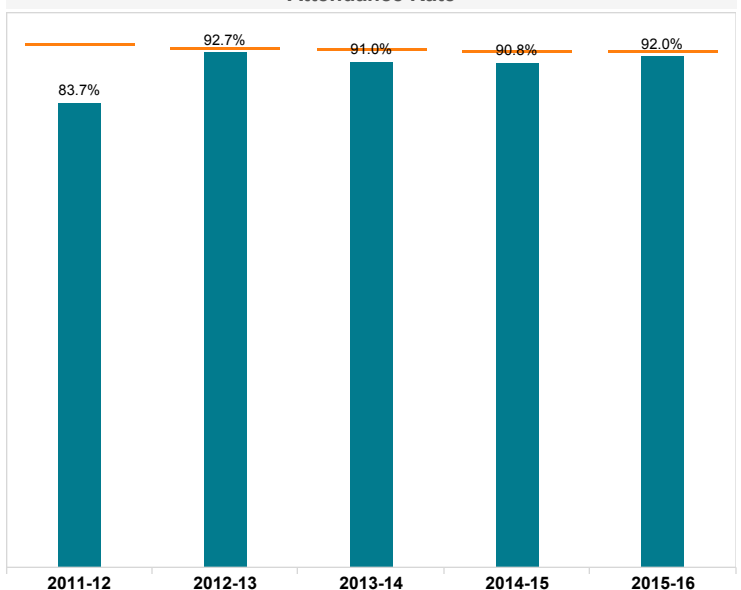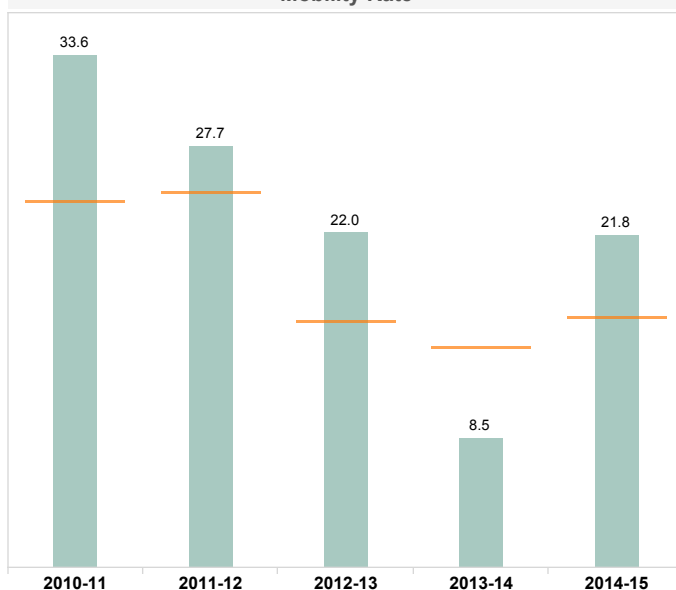
ASSESSMENT DATA - SCHOOL RESULTS

Particpation Color Key

🟩	95% or greater, High Particpation
🟨	Between 85% and 94%, Caution
🟥	Below 85%, Inference Difficult
⬜	No Participation Data

CATEGORY
 ALL STUDENTS

CMAS PARCC - MATH AND ENGLISH LANGUAGE ARTS

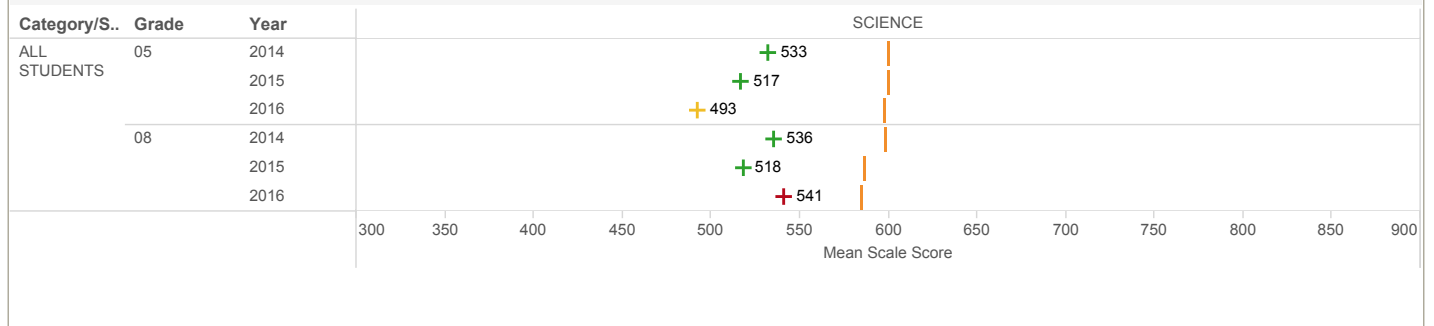The following visual displays CMAS PARCC mean scale scores for math and English language art by grade and student group for 2015-16 school year. The visual includes the following elements: (1) state mean scale score presented as a vertical line in orange, (2) school mean scale score presented as a plus sign, (3) school mean scale score color coded based on the proportion of students who took the assessments, and lastly (4) color band that identifies scores meeting assessment benchmark/state standards.

	ENGLISH LANGUAGE ARTS	MATH
ALL GRADES ALL STUDENTS	+ 720	+ 710

ENGLISH LANGUAGE ARTS: 650   700   750   800   850
Mean Scale Score

MATH: 650   700   750   800   850
Mean Scale Score
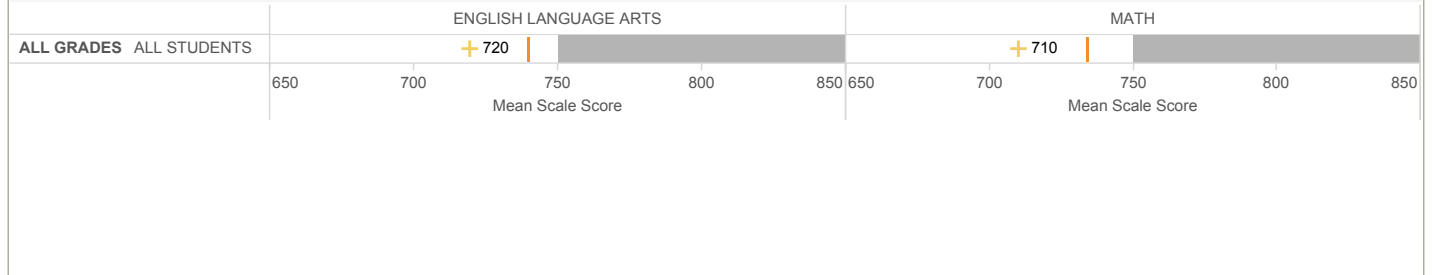
CMAS - SCIENCE

The following visual displays of CMASS science mean scale scores by student group, grade, and year. The visual includes the following three elements: (1) state mean scale score presented as a vertical line in orange, (2) school mean scale score presented as a plus sign, and finally (3) the school mean scale score color coded based on the proportion of students who took the assessment.

Category/S..	Grade	Year	SCIENCE
ALL STUDENTS	05	2014	+ 533
		2015	+ 517
		2016	+ 493
	08	2014	+ 536
		2015	+ 518
		2016	+ 541

300   350   400   450   500   550   600   650   700   750   800   850   900
Mean Scale Score

COLORADO ACT

The chart below displays the results from the Colorado ACT, including the overall (composite) score, English, Math, Reading and Science disaggregated by student group. The plus signs represent the school's ACT results and the orange lines represent the state average. For groups that meet the minimum N-count threshold (i.e., at least 16 students took and received a valid test score), the results are displayed below. Cursor mouse over each bar to see detailed results.

SUBJECT
- ☑ COMPOSITE
- ☐ ENGLISH
- ☐ MATH
- ☐ READING
- ☐ SCIENCE

Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in-between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' Colorado Measures of Academic Success (CMAS) scores in English Language Arts and Math over consecutive years. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGP) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

Missing data in the table reflect fewer than 20 students in the group; their data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results. For additional definitions and information go to: www.cde.state.co.us/accountability/coloradogrowthmodel

Median Growth Percentile

1.0   99.0

50
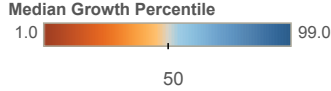
		ENGLISH LANGUAGE ARTS			MATH		
		SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
		2016	2016	2016	2016	2016	2016
ALL STUDENTS	All Students	36.0	35.0	50.0	34.0	33.0	50.0
GRADE LEVEL	04		38.5	50.0		19.0	50.0
	05	35.0	34.5	50.0	29.0	23.5	50.0
	06	64.0	64.0	50.0	45.5	47.0	50.0
	07	24.0	24.0	50.0	35.0	35.0	50.0
	08			50.0			50.0
ENGLISH LEARNERS	English Learners (NEP, LEP, FEP)			50.0			47.0
	Non-English Learners	36.0	35.0	50.0	34.0	33.0	51.0
FREE AND REDUCED LUNCH (FRL)	FRL-Eligible	37.0	36.5	47.0	34.0	34.0	46.0
	Non-FRL	33.5	33.0	52.0	23.0	21.5	54.0
GENDER	Female	37.0	37.0	55.0	38.0	38.0	51.0
	Male	36.0	34.0	45.0	29.0	28.0	49.0
GIFTED	Gifted and Talented			60.0			60.0
	Non-Gifted and Talented	36.0	35.0	49.0	34.0	33.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	36.5	36.0	38.0	34.0	34.0	40.0
	Non-IEP	36.0	34.5	51.0	34.0	32.5	51.0
MIGRANT	Migrant			45.0			41.0
	Non-Migrant	36.5	35.0	50.0	34.0	33.0	50.0
MINORITY	Minority	36.0	35.0	49.0	33.5	32.0	47.0
	Non-Minority	38.5	35.5	51.0	38.5	34.0	53.0
PERFORMANCE LEVEL	At or Above Benchmark		18.0	50.0			50.0
	Below Benchmark	39.5	38.0	50.0	34.0	34.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native			47.0			46.0
	Asian			59.0			59.5
	Black			48.0			45.0
	Hispanic	36.0	34.0	48.0	34.0	33.0	46.0
	White	38.5	35.5	51.0	38.5	34.0	53.0
	Hawaiian/Pacific Islander			50.0			53.0
	Two or More Races			51.0			51.0

Select a School
PEAKVIEW SCHOOL - HUERFANO RE-1

Please note that the displays on this tab will not be updated with new data in 2015-16, but will remain in the dashboard for reference. Because of the state assessment transition and the passage of H.B. 15-1323, school accountability measures are affected. The following website provides additional details on the accountability system during the transition:
http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability

Select a data time span
(For longitudinal data analysis, select either 1-year or 3-year)
1 Year

SPF Plan Type

	2010	2011	2012	2013	2014
A. OVERALL		Priority Improvement	Priority Improvement	Priority Improvement	Priority Improvement
B. ELEMENTARY	Priority Improvement Plan	Turnaround	Turnaround	Turnaround	Turnaround
C. MIDDLE	Priority Improvement Plan	Improvement	Improvement	Improvement	Improvement

SPF % Points Earned

	2010	2011	2012	2013	2014
A. OVERALL		44.4	42.3	42.9	42.4
B. ELEMENTARY	43.4	31.3	32.9	29.8	27.1
C. MIDDLE	43.4	56.5	50.7	54.8	57.7

The data in this tab relates to the traditional School Performance Framework. Data for schools that are AEC is not available. For AEC schools, please reference your SPF report on SchoolView.org. The display below will indicate whether the school you've selected is an AEC.

2010	2011	2012	2013	2014
NO	NO	NO	NO	NO

The below table indicates the plan type used (1-year or 3-Year)

	2010	2011	2012	2013	2014
A. OVERALL		1 Year	1 Year	1 Year	1 Year
B. ELEMENTARY	1 Year	1 Year	1 Year	1 Year	1 Year
C. MIDDLE	1 Year	1 Year	1 Year	1 Year	1 Year

Year Entering Priority Improvement or Turnaround

Year 5

SPF Key Indicator Ratings Overall

Number indicates percentage points earned on key indicator. Color of bar represents key performance indicator rating. Drop down menu at top of page indicates data time span. Data Source: School Performance Framework

Color Key
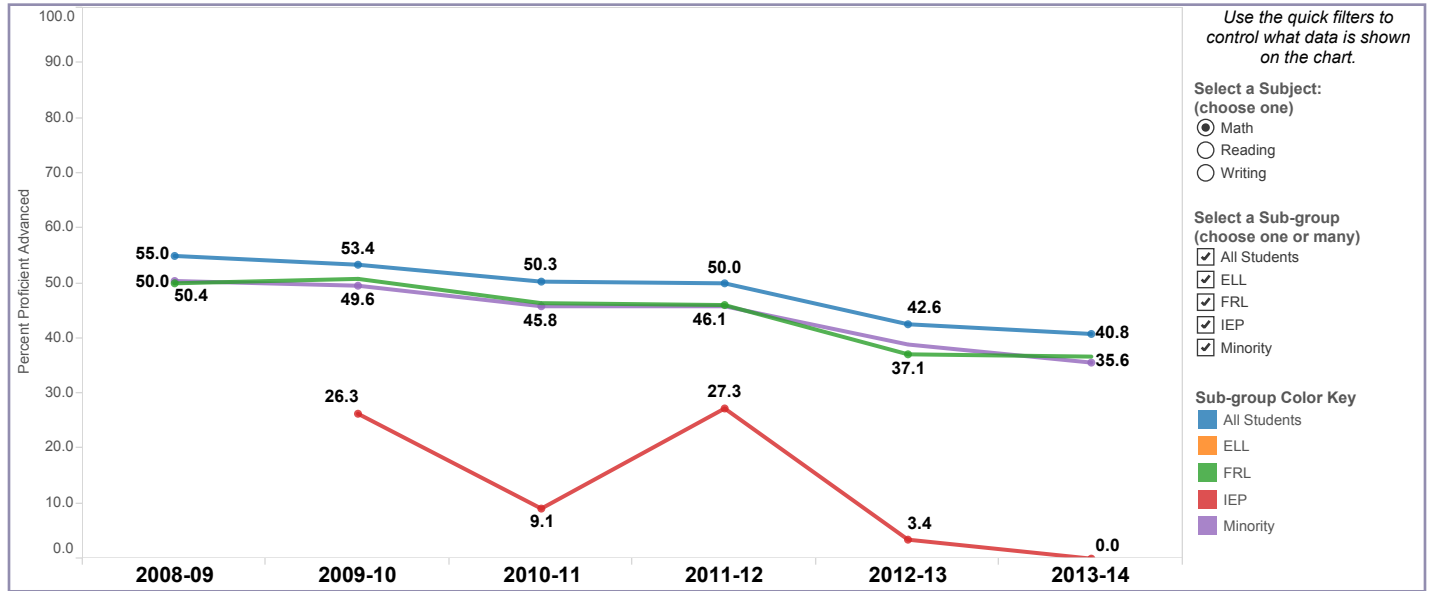**Exceeds** **Meets** **Approaching** **Does Not Meet**
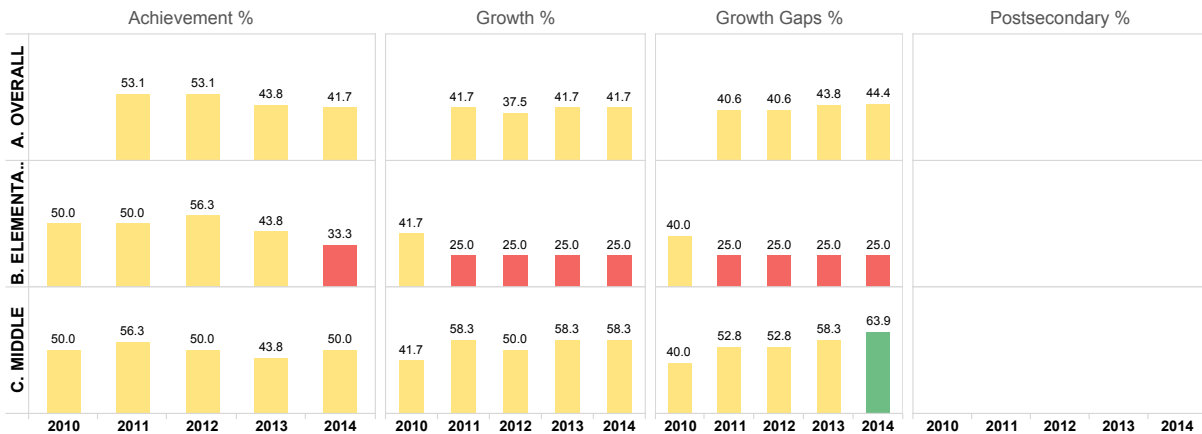
Achievement Data

Percent of students scoring Proficient and Advanced. Color of bar represents rating for sub-indicator. Drop down menu at top of page indicates data time span. Data Source: School Performance Framework

Growth Data

Median student growth percentile. Color of bar represents rating for sub-indicator. Drop down menu at top of page indicates data time span. MAGP can be found on Performance tab. Data Source: School Performance Framework
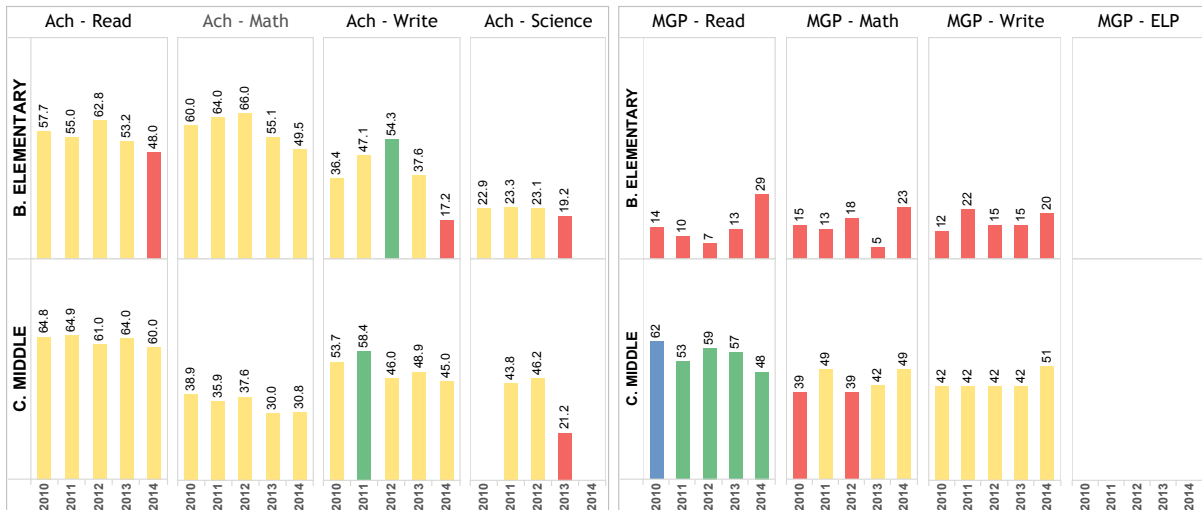
Growth Gaps Data

Use the Performance Tab for interactive diagnostic on growth gaps. View median and adequate growth percentile by sub-group, by EMH level, and by subject for 2008-2014 academic years.

Post Secondary and Workforce Readiness Data

	2010	2011	2012	2013	2014
Graduation Rating					
Dropout Rating					
ACT Rating					

STUDENT PERFORMANCE

Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group.
Data Source: Data Lab; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
- ○ Math
- ○ Reading
- ○ Writing

Select a Sub-group
(choose one or many)
- ☑ All Students
- ☑ ELL
- ☑ FRL
- ☑ IEP
- ☑ Minority

Sub-group Color Key
- ■ All Students
- ■ ELL
- ■ FRL
- ■ IEP
- ■ Minority

Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level. Yellow bar should exceed green bar.
Data Source: Data Lab & CDE Calculated; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
- ○ Math
- ○ Reading
- ○ Writing

Select a Sub-group
(choose one)
- ○ All Students
- ○ ELL
- ● FRL
- ○ IEP
- ○ Minority

Growth Color Key
- ■ Median Growth Percen..
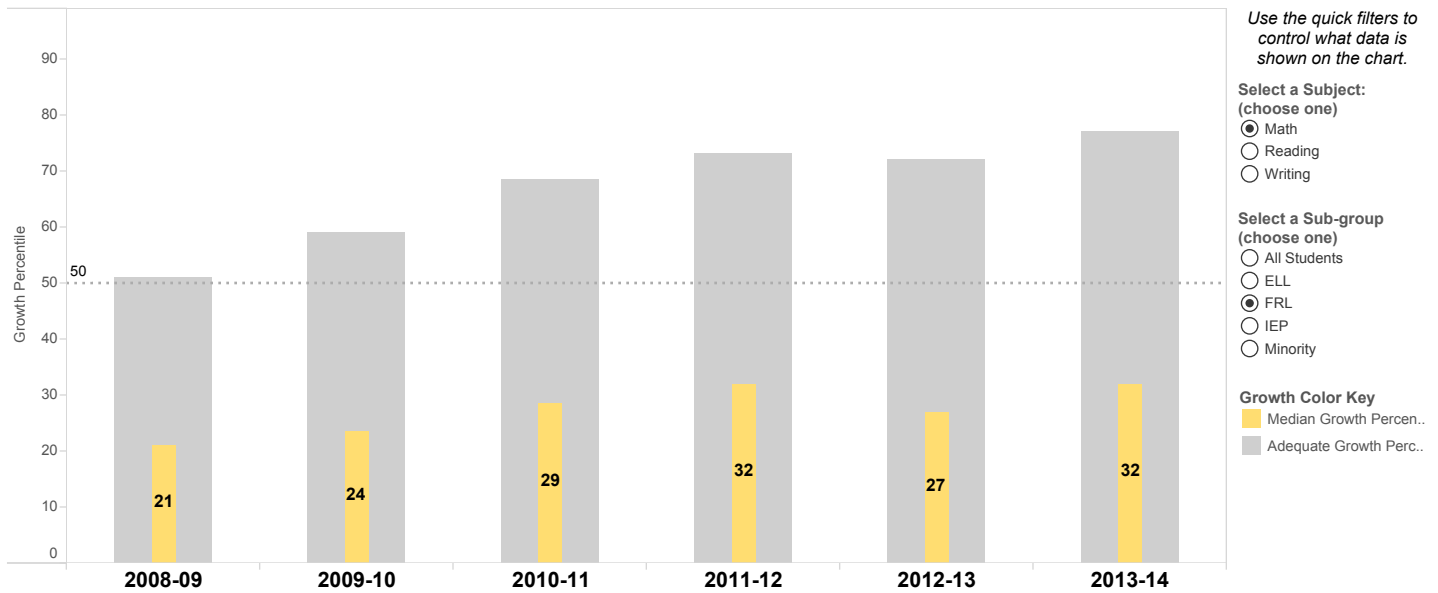- ■ Adequate Growth Perc..

STUDENT PERFORMANCE

Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group.
Data Source: Data Lab; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
○ Math
● Reading
○ Writing

Select a Sub-group
(choose one or many)
☑ All Students
☑ ELL
☑ FRL
☑ IEP
☑ Minority

Sub-group Color Key
■ All Students
■ ELL
■ FRL
■ IEP
■ Minority

Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level. Yellow bar should exceed green bar.
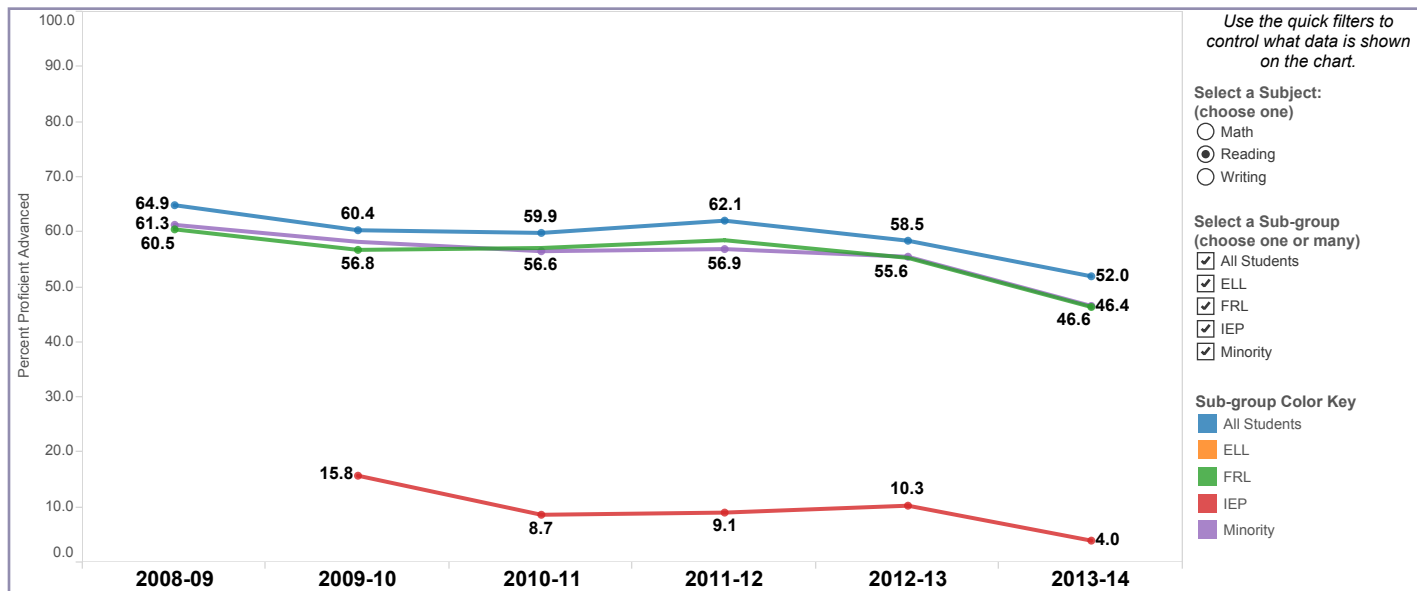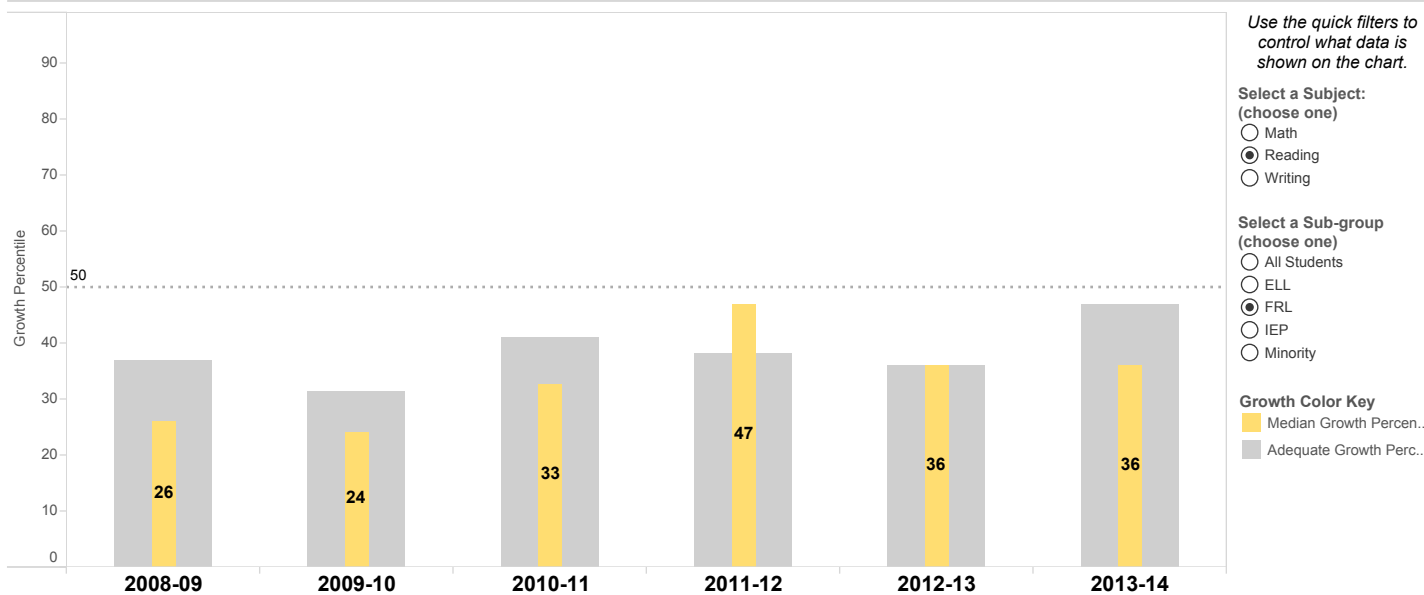Data Source: Data Lab & CDE Calculated; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
○ Math
● Reading
○ Writing

Select a Sub-group
(choose one)
○ All Students
○ ELL
● FRL
○ IEP
○ Minority

Growth Color Key
■ Median Growth Percen..
■ Adequate Growth Perc..

STUDENT PERFORMANCE

Please note that the displays on this tab will not be updated with new data in 2015-16, but will remain in the dashboard for reference. Because of the state assessment transition and the passage of H.B. 15-1323, school accountability measures are affected. The following website provides additional details on the accountability system during the transition: http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-..

Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group.
Data Source: Data Lab; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
○ Math
○ Reading
◉ Writing

Select a Sub-group
(choose one or many)
☑ All Students
☑ ELL
☑ FRL
☑ IEP
☑ Minority

Sub-group Color Key
▬ All Students
▬ ELL
▬ FRL
▬ IEP
▬ Minority

Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level. Yellow bar should exceed green bar.
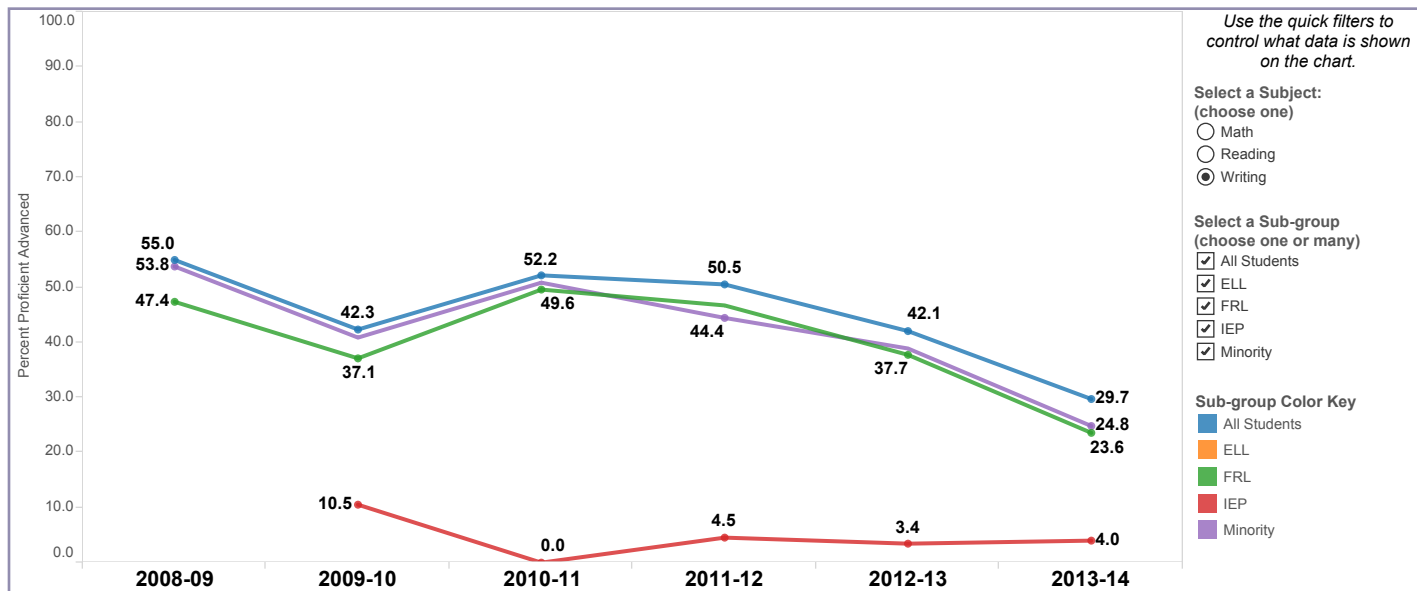Data Source: Data Lab & CDE Calculated; School-level inclusion/exclusion rules

Use the quick filters to control what data is shown on the chart.

Select a Subject:
(choose one)
○ Math
○ Reading
◉ Writing

Select a Sub-group
(choose one)
○ All Students
○ ELL
◉ FRL
○ IEP
○ Minority

Growth Color Key
▬ Median Growth Percen..
▬ Adequate Growth Perc..