



## AcademyACL School Accountability Meeting Agenda

August 18, 2025 3:30-4:30p Inquiry Lab

### Attendees

Chair - Jenna Price (beginning November 2025)

Academy Director, Teresa Brown

AcademyACL Staff Representatives: Laura Lohse, Kameron Lindsay, Cathy Van de Castelee, Jason Henry, Jenny Tarbox, Nancy Holaday, Alicia Christie

Parent Representatives: Kayla Corbitt, Merry Kelley, Jenna Price, Julie O'Dell, William Craven, Aimee Hunter

Board Representatives: Justine Marquez, Brooke Strawn, Kriselda Craven

Community Representatives:

Welcome and Introductions

### School Culture and Climate

Capturing Kids' Hearts - Designated National Showcase School 2024-25

- Visit schedule with CKH strategist in September to help refine our practices
  - Modification of our social contract process with her input has been completed
- Surveys mid-year and end of year for students, families, and staff; beginning of year for staff only
  - September, January, April/May

Growth Goals using last spring's survey data

- Develop intentional launches at the end of class periods and the end of the day
  - Evaluate student feedback
- Improve intentional references to Social Contracts in all classes; more frequent review
  - Evaluate student behavior trends
- Create leadership opportunities (greeters, social contract rater, affirmer, launch development)
  - Evaluate student engagement/efficacy

### Current Enrollment (may continue to fluctuate)

**Total:** 316 students

DI: 35

DII: 64

DIII: 74

DIV: 71

DV: 70

### Demographics:

White: 84% African American: 6%

Hispanic: 18%

Asian: 3%

Native American: 3%

Hawaiian/Pacific Islander: 1%

Multiple Ethnicities: 3%

Military-affiliated families: 32

*Questions:* Is military affiliation self-reported? What is the breakdown between active duty, retired, and reserves?  
Among military branches?



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### **Family Engagement**

Interest Survey at Conferences with members of the Board Development Committee

- Comments indicate that families wish to volunteer their expertise in several areas, including special speakers, marketing to increase diversity in our teaching staff and student body, addressing military family needs, supporting Encore, and serving as a division parent representative. A few are looking to become substitute teachers for us or are interested in moving into paid teaching positions on our staff.
- Those expressing interest in serving on specific committees will be contacted in the coming weeks by the chairs of those committees.
- Those interested in serving as Division Parent Representatives will be contacted in the coming weeks as well to discuss each division's needs. What is needed in Division I is very different than that of Division V.
- Those interested in general volunteer opportunities will be contacted as needs arise.
- The survey will continue to be open through end of August.

### **Student Data**

NWEA Testing begins this week for all students in DI-DV

- DI and DII will take Math and Reading assessments
  - Returning students will take assessments that align with the level of class they will be entering
- DIII-DV students will take Math, Reading, Language Usage, and Science assessments
  - Returning students will take assessments that align with the level of class they will be entering

All students in grades K-3 will be given DIBELS to assess their current level of reading fluency.

- Required per Colorado READ Act
- Beginning, Middle, and End of Year with progress monitoring throughout

Additional assessments are given to new students, including Reading Inventories to gather data on their reading and comprehension levels, and they may also take an additional mathematics assessment if needed to gauge their mathematics level.

Multi-Tiered Systems of Support (MTSS) interventions have been started using last year's data to support student needs. Teachers will meet monthly to review data and intervention plans.



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### CMAS 2024-25

#### Mathematics Performance Overview

Grade	Met & Exceeded	Did Not Meet	Gifted Performance	MAP Spring Data - 100% participation# (>61st% - Green and Blue)
3	51.4%	8.6%	100% (66.7% Met, 33.3% Exceeded)	57%
4	55.2%	0%	50% (50% Exceeded)	71%
5	48.3%	3.4%	100% (71.4% Met, 28.6% Exceeded)	58%
6	64.3%	0%	85.7% (57.1% Met, 28.6% Exceeded)	85%
7	61.5%	0%	75% (50% Met, 25% Exceeded)	75%
8	50%	14.3%	100% (75% Met, 25% Exceeded)	42%

#### Highlights:

- Grade 6 leads in overall proficiency (64.3%)
- Grade 8 shows the highest "Did Not Meet" rate at 14.3%
- Gifted students maintained strong mastery across all grades

#### Science Performance Overview

Grade	Met & Exceeded	Gifted Performance	MAP Spring Data - 100% participation# (>61st% - Green and Blue)
5	60.7%	100% (85.7% Met, 14.3% Exceeded)	71%
8	40%	100% (100% Met)	65%

#### Highlights:

- Strong gifted performance in both tested grades
  - Grade 8 indicates lower overall proficiency (40%)
- Neither grade had students who did not meet expectations



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### English Language Arts (ELA) Performance Overview

Grade	Met & Exceeded	Did Not Meet	Gifted Performance	MAP Spring Data - 100% participation# (>61st% - Green and Blue)
3	51.4%	17.1%	66.7% (33.3% Met, 33.3% Exceeded)	R - 68% LU - 73%
4	75.9%	0%	100% (50% Met, 50% Exceeded)	R - 79% LU - 84%
5	55.2%	0%	100% (71.4% Met, 28.6% Exceeded)	R - 67% LU - 66%
6	57.1%	0%	85.7% (71.4% Met, 14.3% Exceeded)	R - 81% LU - 91%
7	77.8%	0%	100% (50% Met, 50% Exceeded)	R - 92% LU - 81%
8	46.7%	13.3%	75% (25% Met, 50% Exceeded)	R - 75% LU - 71%

#### Highlights:

- Grade 7 achieved the highest proficiency (77.8%)
  - Grade 8 flagged for both low proficiency and high "Did Not Meet" rates
  - Gifted learners consistently performed well, often at or near 100% proficiency
- Grades 4-7 had no students who did not meet expectations



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### **Executive Summary and Next Steps**

- **Strengths:**

- Gifted subgroup excels across subjects and grade levels
- Grades 4 (ELA), 6 (Math), and 7 (ELA) exhibit strong performance

- **Areas of Concern:**

- ELA Grade 8 and Science Grade 8 show underperformance
- Mathematics Grade 5 and 8 fall below the 50% proficiency threshold

- **Next Steps:**

- Conduct item analyses for Grade 8 performance in ELA and Science to identify gaps in instruction and/or unit plans
- Evaluate intervention needs for underperformance in Grade 5 (rising Grade 6) in Math
- Evaluate intervention needs for individual students scoring below Met Expectations
- Expand differentiated enrichment strategies that have supported gifted success to broader populations
  - Analyze areas of giftedness for students scoring “Exceeded Expectations”
- Analyze scores for qualifying data for bodies of evidence toward formal identification or Talent Pool identification
- Perform full item analyses for each level and compare to current curriculum maps and alignment plans

### **Unified Improvement Plan (UIP) & Board Strategic Goals**

#### *UIP Goals 2024-25 Progress*

Improve Access to Informational Text → Improve CMAS Informational Reading Scores

46% improved their informational reading scores over last year

Provide professional development in writing to staff → Improve CMAS Writing Scores

46% improved in Written Expression scores; 57% improved in Writing Overall over last year

Continuation of these goals:

- Incorporating informational background articles in literary units of instruction at all levels as units are refined (e.g., author biographies, historical information)
- Explicit instruction in reading informational text in print and online, manipulation of graphs and other data sources online
- Teachers will continue professional development in writing (6 teachers have completed their online modules, others are working through them; some are working to complete both programs, and three will begin theirs as new hires this year)



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### ○ Resources:

- [The Writing Rope](#) (All)
- [Keys to Early Writing](#): 7 teachers (Levels K-4 and Advanced Primary & Intermediate)
- [Keys to Content Writing](#): 12 teachers (Levels 3+ and Advanced Primary & Intermediate)

### Board Strategic Goals 24-25

1. *Professional Development*: To enhance our role as a resource for gifted education in the Pikes Peak Region, 80% of teachers will complete a minimum of one **professional development course annually, focusing on gifted education** that corresponds with AcademyACL standards for applying level or higher.
  - a. Professional Teacher Progression Rubric [Exhibit]
2. *Family Engagement*: To increase the **awareness of gifted needs, we will develop educational opportunities** such as informational events, monthly communications and newsletters, book studies and focused discussion groups, mini-seminars with special speakers for community members to better understand the processes involved in creating bodies of evidence toward formal gifted identification in academic and talent areas including leadership with growth between baseline survey and end of event feedback surveys measuring 30% or higher increased awareness.
3. *Academic Achievement*: To increase **school-wide growth as illustrated by NWEA RIT scores** (+7 to 10 Fall to Winter, +14 to +20 Fall to Spring) on NWEA MAP tests from fall to spring, we will develop level-appropriate strategies to use the learning continuum as a tool to guide instruction from benchmark to benchmark.

### Progress:

- 87% of staff are planning to attend the Colorado Association for Gifted and Talented (CAGT) conference in Loveland, CO, during their fall break in October
  - Four staff members will be presenting at CAGT; additional presentations related to Gifted Education have been accepted at Reading in the Rockies and Courage to Risk
- Hawk Homecoming is scheduled for August 27, with specific sessions to address gifted identification, talent area identification; teachers who are presenting at CAGT and other conferences will present mini versions of their sessions
- AcademyACL has partnered with Pikes Peak Association (PPAGS–CAGT Affiliate) for Gifted and Talented and Colorado Association for Gifted and Talented (CAGT) to host a Family Institute on September 4, to which our families and others in the Pikes Peak region have been invited.
- Teachers have initiated NWEA professional development to enhance their understanding of the tools provided by NWEA for utilizing data from one benchmark to the next.

### 2025-26 Goal: Align UIP to Board Strategic Goals

*Action*: draft goals to be added to SAC ParentSquare group for review & comments

### Task

Appoint Chair of School Accountability Committee: unanimous - Jenna Price

**Next meeting**: November 17, 2025 3:30pm