



AcademyACL School Accountability Meeting Agenda

November 17, 2025 3:30-4:30p Inquiry Lab

Attendees

Chair - Jenna Price

Academy Director, Teresa Brown

AcademyACL Staff Representatives: Jennifer Tarbox, Nancy Holaday, Dennis Herdendorf, Laura Lohse, Alicia Christie, Michelle Newton, Keysha Pacheco, Cathy Van de Castele

Parent Representatives: Aimee Hunter, Merry Kelley

Board Representatives: Justine Marquez

Community Representatives: Catherine Neumann (D11 DAC)

Welcome and Introductions

Good Things Share Out

School Culture and Climate

August 2025: Growth Goals using last spring's survey data update

- **Goal:** Develop intentional launches at the end of class periods and the end of the day
 - Action: Evaluate student feedback
 - This work is ongoing. Teachers are referring to the “launch” explicitly and more regularly in their daily practice, and students at all levels are taking initiative to develop their launches, as it is developmentally appropriate.
- **Goal:** Improve intentional references to Social Contracts in all classes; more frequent review
 - Action: Evaluate student behavior trends (see below for behavior data)
 - **Summary:** Overall improvement over last year, with targeted life skills lessons to support upper-division students' needs and interpersonal skills, as well as socially appropriate behavior, and emotional regulation for younger students.

We observed a **tremendous improvement** in student behavior metrics throughout October.

- **Primary Division:** The majority of incidents occurred **early in the school year**, particularly during the initial weeks as younger students established routines and understood behavioral expectations. Incidents have dropped to one or two a week and are generally minor.
- **Systemic Support:** We successfully developed and implemented **Multi-Tiered System of Supports (MTSS) behavior plans** for students requiring enhanced support, resulting in improved student outcomes and experiences.
- **National Context:** Trends related to **"unsafe behavior"** (e.g., challenges in emotional regulation and peer/adult relationship management) align with **national observations** being reported by school leaders. Our systemic response is aligned with best practices for addressing these complex needs.



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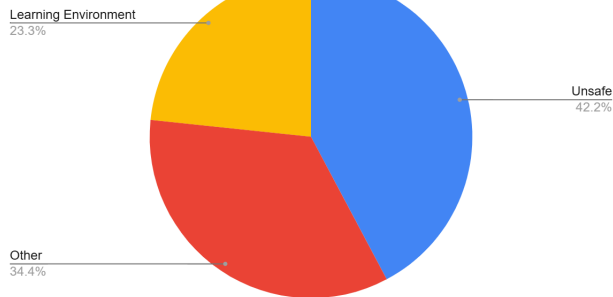
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Behavior Trends:

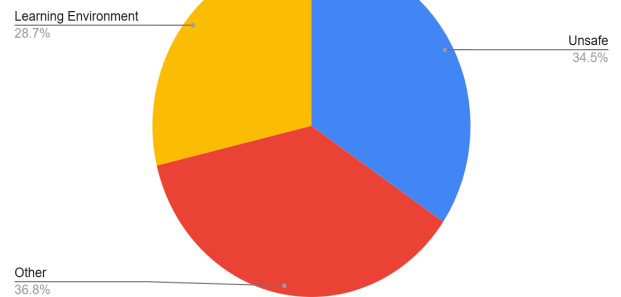
Current Year Total August - November: 160

Last Year Total August - November: 186

2025-26



2024-25



Next Steps: We will continue to monitor data monthly, focusing on the efficacy of our MTSS interventions.

- **Goal:** Create leadership opportunities (greeters, social contract rater, affirmer, launch development)
 - **Action:** Evaluate student engagement/efficacy
 - Students greeting for tours & other visitors, leading Social Contract work with visitors and guest teachers
 - Leadership Development for DV students:
 - Leading assemblies and organizing content for them with several DV volunteers
 - Reading Buddies with DI
 - Affirmations to younger students
 - Weekly meetings with student representatives for feedback
 - Student Council leadership development
 - Specific projects to highlight service learning



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Current CKH Mid-Year Survey Data and 3-year comparison

Campus CKH Implementation (Teacher)				
2025-2026 Mid Year Survey 18 Responses	2024-2025 Mid Year Survey 20 Responses	2023-2024 Mid Year Survey 20 Responses	Baseline	Statement / Question
4.2	4	3.9	4.1	AVERAGE Score for Campus CKH Implementation (Teacher) Survey Statements/Questions
Engage				
4.9	4.9	4.8	4.9	1. I greet my students with a smile and positive tone as they enter the classroom or enter a virtual classroom each day.
4.2	4.2	4.4	4	2. I plan for and use Engage activities to create student connections and to build relational capacity.
3.7	3.9	3.3	4.1	3. My students are empowered to assist in greeting students entering the classroom.
X-Plore				
4.8	4.4	4.3	4.3	4. I start each class period (3-5 mins) by asking my students to share Good Things or celebrations.
4.4	4.2	4.3	4.6	5. I plan for and express care and interest for my students by asking follow-up questions about Good Things they have shared.
4.4	4	4	4.5	6. I have a process to assess and follow up on the needs of my students.
4.6	4.5	4.6	4.5	7. I explore the needs of my students and intentionally accommodate and equip them.
4.1	3.7	3.2	3.5	8. Students are empowered to lead Good Things, ask follow-up questions, and lead celebrations.
Communicate				
4.3	4.1	4.3	4.1	9. I express care and interest in students by planning and providing activities for recognition and affirmation.
4.4	4.3	4.6	4	10. I address conflict quickly and use the Social Contract when appropriate to resolve differences.
4.3	3.8	3.9	4	11. Students are empowered to give verbal and/or written affirmations to other students and staff members in the classroom and on campus.
Empower				
4.9	4.5	4.8	4.9	12. My students and I have developed and posted a class Social Contract and refer to it.
3.6	3	3	3.9	13. I use Social Contract Raters and Affirmers to seek feedback.
3.9	4	4.4	4.1	14. I use non-verbal signals (to bring the class to attention or stop side-bar conversations), which help promote a self-managing classroom.
4.4	4.4	3.9	3.8	15. When students do not self-manage, I use the Social Contract and the CKH Discipline Model to address behavioral issues.
3.8	3.3	3.1	3.7	16. Students are empowered to serve as Social Contract Raters and Class Ambassadors and can introduce visitors to the Social Contract and explain its purpose.
Launch				
3.6	3.6	3.2	3.6	17. I ensure that students are dismissed with a Launch or short motivational message.
3.2	3.1	2.8	3.5	18. Students are empowered to end class with a Launch or short motivational message.



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Campus Culture & Climate (Teacher & Staff)

2025-2026 Mid Year Survey 20 Responses	2024-2025 Mid Year Survey 23 Responses	2023-2024 Mid Year Survey 25 Responses	Baseline	Statement / Question
4.7	4.7	4.6	4.5	AVERAGE Score for Campus Culture & Climate (Teacher & Staff) Survey Statements/Questions
4.8	4.8	4.7	4.5	1. Our campus leadership team demonstrates professional respect for campus staff.
4.7	4.8	4.6	4.4	2. Our campus leadership team seeks to help campus staff with things needed to do their jobs well.
4.7	4.7	4.6	4.3	3. The principal provides opportunities for campus staff to give input about campus decisions.
4.8	4.8	4.7	4.5	4. The principal encourages an atmosphere of collaboration amongst campus staff.
4.7	4.8	4.7	4.6	5. Fellow campus staff and I help each other be effective in our classes and/or across campus.
4.7	4.7	4.5	4.5	6. Campus staff treat each other with respect during personal interactions.
4.3	4.2	4.2	4.1	7. If conflicts arise between campus staff, they work together to resolve differences quickly.
4.7	4.7	4.5	4.3	8. Campus staff look for ways to build each other up instead of putting each other down.
4.4	4.6	4	4.3	9. Staff recognition is built into the campus culture.
4.7	4.7	4.6	4.4	10. I feel like I belong at this campus.
4.5	4.7	4.6	4.3	11. I would describe the culture on my campus as relational.
4.8	4.7	4.6	4.6	12. Generally, I feel comfortable on my campus.
4.8	4.8	4.6	4.5	13. I enjoy working at this campus.
4.9	4.9	4.7	4.8	14. Generally, I provide personal encouragement to our students.
4.8	4.7	4.7	4.8	15. If our students have a problem, they know I would be willing to help them.
4.9	4.8	4.7	4.7	16. Generally, I help our students feel hopeful about their future.
4.9	4.9	4.8	4.9	17. I believe having good relationships with our students is important for their success.
5	4.9	4.9	4.9	18. I think it is important for our students to have a positive learning experience.
4.7	4.6	4.6	4.7	19. When students are absent, I tell them that they were missed.
4.9	4.8	4.9	4.8	20. I believe that all of my students have the potential to do well this year.

Campus Student Survey (Elementary)

2025-2026 Mid Year Survey 154 Responses	2024-2025 Mid Year Survey 144 Responses	2023-2024 Mid Year Survey 129 Responses	Baseline	Statement / Question
4.2	4.1	4	4	AVERAGE Score for Student Survey (Elementary) Survey Statements/Questions
4.4	4.6	4.6	4.5	1. My teachers greet me with a smile as I enter class each day.
4.2	3.9	4.2	3.8	2. My teachers use activities to create connections and relationships with my classmates and I.
3.9	3.9	3.5	4	3. I have one or more teachers who know more about me than my grades.
4	3.6	3.9	4	4. My teachers or students ask questions about Good Things we have shared.
3.2	3.1	3.1	3.7	5. My teachers ask me questions about things that I like (family, friends, activities, or sports).
3.8	3.7	3.5	3.6	6. My teachers celebrate when students do something good.
4.3	3.9	3.9	3.3	7. Students have opportunities to affirm and celebrate each other.
3.6	3.6	3.9	3.5	8. I am comfortable talking to a teacher about a problem.
4.6	4.7	4.7	4.8	9. My teachers care about me.
4.7	4.7	4.7	4.7	10. My teachers treat me nicely.
5	4.8	4.8	4.8	11. We have developed and posted a classroom Social Contract
4.4	4.3	4.2	4.5	12. We refer to our classroom Social Contract.
4.5	4.3	4.3	4.5	13. We use hand signals (such as signals to bring the class to attention) in our classroom.
4.7	4.7	4.7	4.2	14. I know what happens and what the consequences are when I don't follow our classroom Social Contract.
4.1	4.1	4.2	3.8	15. My teacher uses our classroom Social Contract to address misbehavior.
3.9	3.5	3.6	4.2	16. My teacher uses our classroom Social Contract to celebrate positive student behaviors.
3.8	4.2	3.1	4.5	17. Students help to greet at the door, lead Good Things, follow the Social Contract, and use Launches in the classroom.
4	3.9	3.8	3.6	18. My teachers or classmates use Launches at the end of the class period or school day.
3.8	3.9	3.9	3.8	19. I like going to school most days.
4.6	4.7	4.6	4.6	20. I like my teachers.
4.2	4.4	4.2	3.8	21. I have good relationships with my teachers.
4.1	3.9	3.8	3.5	22. Students at this campus treat each other respectfully.
4	3.7	3.6	3.2	23. Students at this campus get along well.
3.7	3.4	3.6	3.3	24. I am comfortable talking to a teacher about my problems.
4.5	4.6	4.6	4.6	25. My teachers encourage me to be the best student I can be.



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Campus Student Survey (Secondary)

2025-2026 Mid Year Survey 50 Responses	2024-2025 Mid Year Survey 77 Responses	2023-2024 Mid Year Survey 56 Responses	Baseline	Statement / Question
3.5	3.4	3.4	3.7	AVERAGE Score for Student Survey (Secondary) Survey Statements/Questions
4.1	4.3	4	4.5	1. My teachers greet me with a smile and positive tone as I enter class each day.
3.4	3.5	3.5	3.5	2. My teachers use activities to create connections and relationships with students.
3.9	3.5	4.1	3.5	3. I have one or more teachers who know more about me than my grades.
4.4	4.5	4.4	4	4. We start each class period sharing Good Things or celebrations.
2.4	2.4	2.3	4	5. My teachers and/or students ask follow-up questions about Good Things students have shared.
2.9	3.1	3.3	3.5	6. My teachers celebrate when students do something good.
3	3.3	3.5	3	7. Students have opportunities to affirm and/or celebrate each other.
4.2	3.5	3.9	3.8	8. My fellow students and teachers make it known to me that bullying isn't tolerated. My peers do not stand for bullying.
2.3	3.1	2.9	3.7	9. If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school.
4	4.1	4.1	4.2	10. My teachers care about me.
4.3	4.1	4.3	4.3	11. My teachers treat me with respect.
4.8	4.6	4.5	4.6	12. We have developed and posted classroom Social Contracts.
2.9	2.7	2.5	4	13. We refer to our classroom Social Contracts on a regular basis.
2.7	1.8	1.7	3.4	14. My teachers use Social Contract Raters and Affirmers to seek feedback.
3.4	3	3	3.4	15. We use hand signals (such as signals to bring the class to attention or to stop side-bar conversations) in our classrooms.
4.4	4.3	4.3	3.8	16. I know what happens and what the consequences are when I don't follow our classroom Social Contracts.
2.9	2.8	2.8	3.8	17. My teachers use our classroom Social Contracts to address misbehavior.
2.5	2.2	2.1	3.9	18. My teachers use our classroom Social Contracts to celebrate positive student behaviors.
3.5	3.4	3.3	3.2	19. Students help to lead and support Capturing Kids' Hearts Processes, such as greeting at the door, leading Good Things, following the Social Contract, and using Launches in the classroom.
3.4	3	3.6	3.1	20. When students don't follow our classroom Social Contracts, consequences are consistent.
3.3	2.6	2.5	3.6	21. My teachers and/or students dismiss class with a Launch or short motivational message.
2.9	3	3.2	3	22. I like going to school most days.
4	4.1	4.2	3.8	23. I like my teachers.
3.8	3.9	4	3.7	24. I have good relationships with my teachers.
3	2.9	3	3	25. Students treat each other respectfully.
4.3	4.2	4.2	3.6	26. My teachers encourage me to be the best student I can be.

Campus Family Survey

2025-2026 Mid Year Survey 8 Responses	2024-2025 Mid Year Survey 71 Responses	2023-2024 Mid Year Survey 48 Responses	Baseline	Statement / Question
4.5	4.1	4.1	4	AVERAGE Score for Family Survey Statements/Questions
4.6	4.3	4.4	4.5	1. I am greeted with a smile and a positive tone when I enter my student's school.
4.8	4.3	4.5	4.5	2. I feel welcome at my student's school.
4.5	4.3	4.1	3	3. My student's school asks for students to share Good Things each day.
4.9	4.3	4.1	3.7	4. My student's school celebrates Good Things that happen in the school community.
4.8	4.4	4.4	4.2	5. My student's school cares for my student.
4.8	4.3	4.2	4.5	6. My student's school communicates with me consistently.
4.8	4.2	4.2	4.2	7. If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
4.6	4	4	4	8. I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
4.8	4.6	4.5	4.1	9. I have heard about the use of Social Contracts in my student's classrooms or on campus.
4.3	3.9	4.1	3.8	10. My student's school asks for feedback and seeks opportunities to improve.
3.5	3.3	3.4	3	11. My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
4.3	3.6	3.9	4	12. Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
4.1	3.9	4.2	4.3	13. My student likes going to school most days.
4.5	4.1	4.2	4.1	14. I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.



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Current Enrollment

Total: 305 students

Enrollment	August	September	October	November
Kindergarten	34	34	34	34
1st Grade	31	32	32	32
2nd Grade	32	33	33	33
3rd Grade	38	38	38	38
4th Grade	36	36	37	37
5th Grade	31	30	30	30
6th Grade	37	35	34	33
7th Grade	35	35	34	33
8th Grade	36	36	35	35
TOTAL STUDENTS	310	309	307	305

(Note: The fluctuation between the end of August data and November is typical. Several students who had enrolled with us initially advised of enrollment elsewhere during the first few weeks of school, while other families chose to withdraw to better meet family or student needs.)

Demographics:

White: 85% African American: 5% Hispanic: 17% Asian: 4% Native American: 3%
Hawaiian/Pacific Islander: 1% Multiple Ethnicities: 3%

Military-affiliated families: 32 (remains the same from August 2025 data and is self-reported)

5% Active Army

2% Active Air Force

Less than 1% each: Active Navy, Active Space Force, Active Reserves, Other Military Affiliated

1% Retired Military

Gifted Identification

Formal Gifted Identification in one or more areas: 30%

Talent Pool: an additional 5%

Students working in above-level courses regardless of formal identification status:

Art of Language: 45%

World of Math: 38%



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Family Engagement

Volunteer Data

- 18 individuals replied to the beginning-of-year interest survey
- All divisions have incorporated parent volunteers in some capacity, from project work, game leaders, field trip, or inquiry unit research, guest speakers, etc.

Student Data and Achievement

AcademyACL was awarded the “Accredited with Distinction and Performance” designation for our growth and performance during the 2024-25 school year by the Colorado Springs School District Board of Education on November 8. This ties to our School Performance Framework data, which improved over the year prior.

NWEA MAP assessments

Winter Testing begins in January

- Levels K-2 will take Math and Reading assessments
- Advanced Primary and up will take Math, Reading, Language Usage, and Science assessments
 - This will be the first time Advanced Primary and Level 2 students will take the Language Usage assessment.

Students will test at their instructional level, which, for some, is considered “out of level” when testing bands include K-2, 2-5, and 6+.

Below is the data from last year’s NWEA benchmarks (left), and this year’s fall benchmarks (right).

	2024-25 NWEA - Reading Achievement Percentiles					2025- 26 NWEA - Reading Achievement Percentiles		
	BOY	MOY	EOY			BOY	MOY	EOY
>80%	46%	47%	46%			48%	%	%
61-80%	28%	27%	30%			25%	%	%
41-60%	18%	15%	12%			16%	%	%
21-40%	4%	10%	9%			8%	%	%
<21%	4%	1%	3%			3%	%	%
K: Median %ile	69	65	74			K: Median %ile	85	
1st: Median %ile	85	85	78			1st: Median %ile	70	
2nd: Median %ile	80	76	84			2nd: Median %ile	80	
3rd: Median %ile	74	73	77			3rd: Median %ile	80	
4th: Median %ile	78	79	78			4th: Median %ile	79	
5th: Median %ile	77	82	75			5th: Median %ile	79	
6th: Median %ile	77	79	78			6th: Median %ile	83	
7th: Median %ile	84	83	82			7th: Median %ile	83	
8th: Median %ile	75	72	83			8th: Median %ile	82	



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	2024-25 NWEA LANGUAGE USAGE Achievement Percentiles		
	BOY	MOY	EOY
>80%	52%	52%	51%
61-80%	28%	30%	27%
41-60%	15%	11%	15%
21-40%	4%	4%	6%
<21%	1%	3%	1%
2nd: Median %ile	-	81	84
3rd: Median %ile	86	79	79
4th: Median %ile	78	86	76
5th: Median %ile	83	80	78
6th: Median %ile	81	85	84
7th: Median %ile	80	83	86
8th: Median %ile	75	79	70

	2025-26 NWEA - LANGUAGE USAGE Achievement Percentiles		
	BOY	MOY	EOY
>80%	53%	%	%
61-80%	29%	%	%
41-60%	12%	%	%
21-40%	12%	%	%
<21%	1%	%	%
2nd: Median %ile	-		
3rd: Median %ile	81		
4th: Median %ile	78		
5th: Median %ile	83		
6th: Median %ile	87		
7th: Median %ile	80		
8th: Median %ile	89		

MATH	2024-25 NWEA - Math K-12 Achievement Percentiles		
	BOY	MOY	EOY
>80%	48%	37%	38%
61-80%	28%	34%	31%
41-60%	16%	17%	17%
21-40%	6%	8%	10%
<21%	2%	4%	4%
K: Median %ile	70	72	76
1st: Median %ile	86	82	80
2nd: Median %ile	78	76	78
3rd: Median %ile	82	69	78
4th: Median %ile	84	80	75
5th: Median %ile	76	68	61
6th: Median %ile	91	72	77
7th: Median %ile	84	75	74
8th: Median %ile	70	55	53

MATH	2025-26 NWEA - Math K-12 Achievement Percentiles		
	BOY	MOY	EOY
>80%	54%		
61-80%	20%		
41-60%	17%		
21-40%	7%		
<21%	2%		
K: Median %ile	85		
1st: Median %ile	76		
2nd: Median %ile	84		
3rd: Median %ile	88		
4th: Median %ile	87		
5th: Median %ile	71		
6th: Median %ile	68		
7th: Median %ile	82		
8th: Median %ile	83		

	2024-25 NWEA - ALGEBRA 1 Achievement Percentiles		
	BOY	MOY	EOY
>80%	65%	71	71%
61-80%	27%	29	17%
41-60%	8%	0%	12%
21-40%	0%	0	0
5th: Median %ile	83	91	96
6th: Median %ile	96	92	97
7th: Median %ile	88	87	89
8th: Median %ile	75	76	73

	2025-26 NWEA - ALGEBRA 1 Achievement Percentiles		
	BOY	MOY	EOY
>80%	52%		
61-80%	39%		
41-60%	9%		
21-40%	0%		
5th: Median %ile	98		
6th: Median %ile	95		
7th: Median %ile	90		
8th: Median %ile	74		



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	2024-25 NWEA - ALGEBRA 2 Achievement Percentiles		
	BOY	MOY	EOY
>80%	95%	88	88
61-80%	14%	12%	12%
41-60%	0%	0%	0%
21-40%	0%	0%	0%
6th: Median %ile			
7th: Median %ile	95	97	95
8th: Median %ile	91	87	91

	2025-26 NWEA - Geometry Achievement Percentiles		
	BOY	MOY	EOY
>80%	64%		
61-80%	0%		
41-60%	0%		
21-40%	6%		
6th: Median %ile	96		
7th: Median %ile	92		
8th: Median %ile	96		

	2024-25 NWEA - Science Achievement Percentiles		
	BOY	MOY	EOY
>80%	63%	59%	60%
61-80%	22%	28%	22%
41-60%	9%	7%	10%
21-40%	5%	5%	5%
<21%	1%	1%	3%
3rd: Median %ile	86	90	87
4th: Median %ile	88	86	85
5th: Median %ile	80	83	83
6th: Median %ile	88	90	81
7th: Median %ile	93	86	88
8th: Median %ile	87	76	81

	2025-26 NWEA - Science Achievement Percentiles		
	BOY	MOY	EOY
>80%	57%		
61-80%	25%		
41-60%	10%		
21-40%	7		
<21%	1%		
3rd: Median %ile	82		
4th: Median %ile	85		
5th: Median %ile	83		
6th: Median %ile	83		
7th: Median %ile	87		
8th: Median %ile	85		

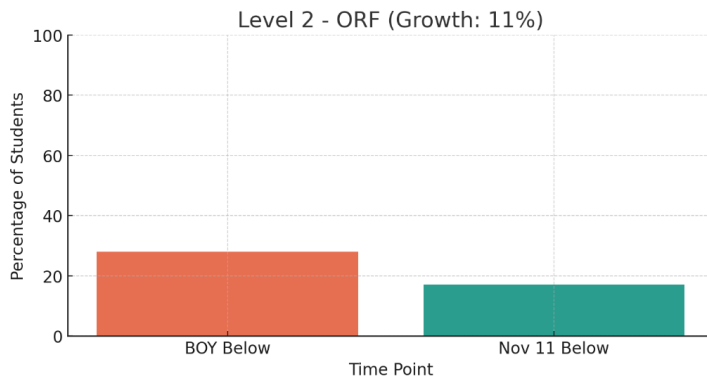
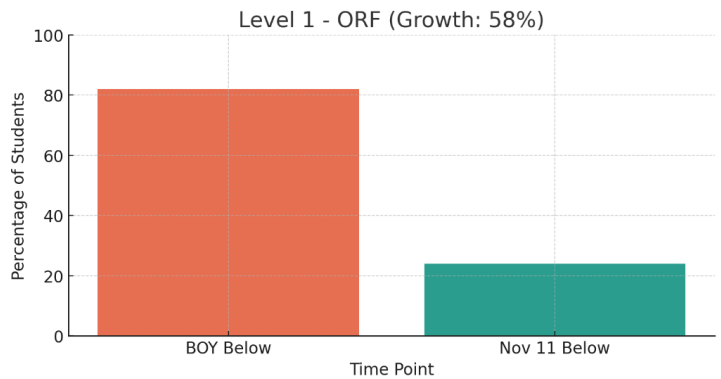
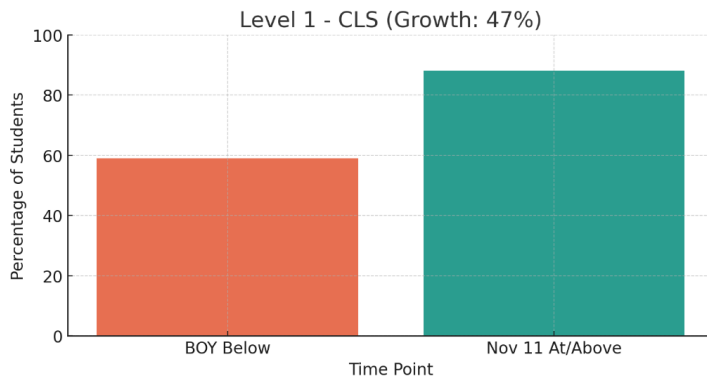
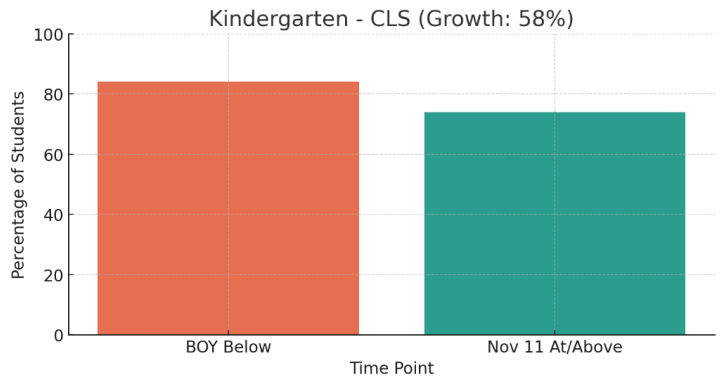
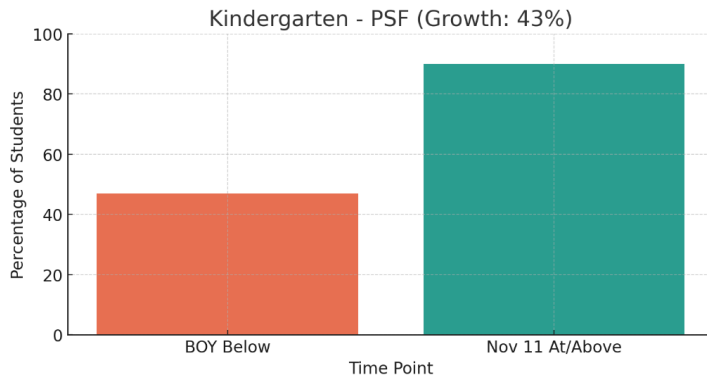


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DIBELS Growth Fall to Current

All students in grades K-4 were given DIBELS reading assessments in the fall. The middle of year window begins the second week of December, just before Winter Break. Current data, including growth, is below:





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Kindergarten – Phoneme Segmentation Fluency (PSF)

At the beginning of the year, 47% of Kindergarten AoL students scored below or well below grade level in PSF (the ability to orally separate sounds in a word). By November 11, 90% of those students met or exceeded benchmark expectations—reflecting a 43% gain. This growth indicates effective foundational phonemic awareness instruction and targeted early literacy intervention.

Kindergarten – Correct Letter Sounds (CLS)

Initial CLS data showed 84% of students below benchmark. After strategic instruction emphasizing phonics and sound identification, 74% of students demonstrated grade-level proficiency by November 11—a 58% increase. CLS gains affirm the alignment of classroom practice with sound-spelling correspondence instruction.

Level 1 – Correct Letter sounds (CLS)

At BOY, 59% of Level 1 AoL students scored below or well below benchmark in CLS. As of November 11, 88% were meeting or exceeding grade-level benchmarks—representing a 47% gain. This illustrates the impact of explicit phonics instruction and differentiated supports.

Level 1 – Oral Reading Fluency (ORF)

Initially, 82% of Level 1 students were below or well below in ORF. That number dropped to just 24% by November 11—a growth of 58%. Improvements reflect instructional focus on decoding, fluency practice, and increasing student access to leveled texts.

Level 2 – Oral Reading Fluency (ORF)

28% of Level 2 students began the year below or well below ORF benchmarks. That percentage dropped to 17% as of November 11—an 11% improvement. Gains reflect scaffolded fluency routines and gradual release of reading independence.

Level 3 – Oral Reading Fluency (ORF)

While specific BOY benchmark percentages were not provided, Level 3 students demonstrated a 13% gain in ORF for those initially below or well below benchmark. This growth correlates with the integration of writing and comprehension strategies into fluency instruction.



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Level 4 – Oral Reading Fluency (ORF)

Level 4 students made a 34% improvement in ORF among students who were initially below or well below benchmark. Instructional shifts to embed spelling patterns, reading stamina, and comprehension practice are supporting this trajectory.

Across grades K–4, students are showing strong growth in early literacy indicators, especially in phonemic awareness, decoding, and reading fluency. These results reflect intentional, data-informed instruction aligned with foundational literacy goals and responsive Tier 1 and Tier 2 supports. Continued integration of comprehension, writing, and phonics will further drive end-of-year proficiency.

Multi-Tiered Systems of Support (MTSS) interventions are in full swing, and teachers meet in their divisions weekly to assess student progress using common assessments, with monthly after-school meetings to allow encore and colleagues from other divisions to join them to discuss specific skills requiring support. These conversations have been productive, providing teachers with time to develop flexible groups for Tier II instruction on specific skills.



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Strategic Goals

A professional learning culture that provides opportunities to advance the educational and social-emotional growth of gifted learners.

26% of our teaching staff have formal recognition of gifted education coursework, including a licensure endorsement, a master's degree, or a master's certificate in gifted education, and another 23% have extensive experience working with gifted students. Since August, **72% of our staff have engaged in external professional development related to gifted education**, strengthening their expertise and bringing new strategies back to their classrooms. In addition, **six teachers will have presented at one or more conferences on gifted education practices by February 2026**, showcasing our school's instructional leadership within the broader gifted education community. This is an increase over last year's baseline, when fewer than 50% of our teachers participated in gifted-focused professional development, and we were not consistently tracking it for all teaching staff.

Internally, our professional development this year has focused on deepening instructional quality and supporting advanced learners. Recent sessions have included:

- **Goal-setting with students** to increase ownership of learning
- **Designing for depth and complexity**, rather than simply assigning more work or accelerating pacing
- **Using formative assessment** to identify and respond to enrichment needs
- **Understanding Dabrowski's overexcitabilities** and how they manifest in gifted individuals, as well as educational support for those needs

Together, these efforts reflect our commitment to continuous improvement and to providing a highly responsive, research-based learning environment for our students.

Development of AcademyACL Center for Gifted Resources

Before the pandemic, we began developing our **Center for Gifted Resources** to provide a range of supports for families of gifted children and for educators working with advanced learners. As we renew this work, we are evaluating how to **relaunch successful past offerings** while also integrating **new, responsive services** that meet current community needs.

One key addition under consideration is a **"Gifted Onboarding" seminar** designed for families of newly identified students. This session would help parents understand gifted characteristics, available supports, and how to partner with the school to nurture their child's growth.

Two staff members also attended training for the World Game assessment, which provides a unique lens toward the formal identification of gifted students. This assessment is not typically used in the United States but is widely used throughout Europe by both clinicians and educators. We are excited to begin using it!



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Through this planning, we aim to reestablish the Center as a hub of guidance, learning, and collaboration for our gifted community.

Concept Exploration Discussion: targeted parent engagement groups

Next meeting: February 23, 2025, 3:30pm