



## AcademyACL School Accountability Meeting Agenda

February 23, 2026 3:30-4:30p Inquiry Lab

### Attendees

Chair - Jenna Price

Academy Director, Teresa Brown

AcademyACL Staff Representatives: Dennis Herdendorf, Chrissy Rausch, Hayley Halbrook, Cathy Van de Castele, Laura Lohse, Alicia Christie, Jenny Tarbox, Teresa Brown

Parent Representatives: Richard and Lauren Farrell, Merry Kelley, Aimee Hunter, Jenna Price

Board Representatives: Justine Vasquez

Community Representatives:

Welcome and Introductions

Good Things Share Out

### School Culture and Climate

Mid-Year Capturing Kids' Hearts Data

AcademyACL has been nominated for Capturing Kids' Hearts National Showcase School recognition. Notifications of NSS status will begin in April.

Mid-year survey data over the last three years, our climate data from staff, students, and families, tell a consistent story. Staff report very high and improving levels of respect, collaboration, and belief in students. Elementary students describe strong relationships with teachers, a clear understanding of the Social Contract and behavior expectations, and growing comfort talking with adults when they have a problem. Secondary students also report positive relationships with teachers and greater clarity around our Capturing Kids' Hearts processes, while pointing to continued work on peer culture, bullying prevention, and help-seeking. Families rate the school as welcoming, communicative, and caring, and see us as partners in their child's success. Collectively, these four surveys show a healthy campus culture with targeted areas we are actively strengthening at the secondary level and in deepening family understanding of our Capturing Kids' Hearts practices.

Progress on Fall goals:

- **Goal:** Develop intentional launches at the end of class periods and the end of the day
  - Action: Evaluate student feedback
    - **Summary:** This work is ongoing. Teachers continue to explicitly and more regularly refer to the "launch" 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 since the fall, continuing 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.



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Student behavior trends continue to improve building-wide, with students being supported by specific lifeskills lessons, Multi-Tiered Systems of Support plans being implemented and reviewed frequently for students in need of more targeted support.

- **Primary Division:** Incidents have continued to decline, and those reported remain minor.
- **Systemic Support: Multi-Tiered System of Supports (MTSS) plans** have been developed and refined for students who require enhanced support for behavior, regulation, and other social-emotional needs, resulting in improved student outcomes and experiences.

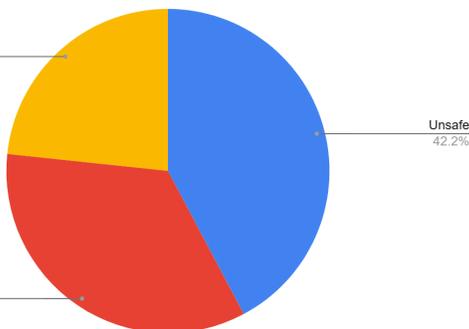
### Behavior Trends:

Current Year Total August - November: 160

Current Year Total November 30 - February 20: 140

2025-26

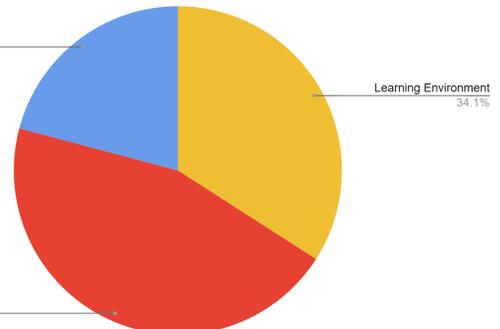
Learning Environment  
23.3%



Unsafe  
20.9%

Learning Environment  
34.1%

Other  
45.1%



The three primary categories remain creating problems in the learning environment, unsafe behavior, and other violations of code of conduct, with the percentage of unsafe behavior incidents dropping significantly as students have learned better strategies to regulate their emotions and impulsive behaviors.

**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 are greeting for tours & other visitors, leading Social Contract work with visitors and guest teachers more consistently
    - Leadership Development for DV students:
      - Leading assemblies and organizing content for them with several DV volunteers
      - Reading Buddies with DI, Upper Level math students supporting DI and DII students with math games and specific skills.
      - Weekly meetings between the Director and student representatives for feedback
    - Student Council leadership development
      - Current fundraiser to support Pikes Peak Humane Society runs through the end of February.



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### Current Enrollment

**Total:** 301 students

Enrollment	August	September	October	November	December	January	February
<b>Kindergarten</b>	34	34	34	34	34	34	34
<b>1st Grade</b>	31	32	32	32	32	32	31
<b>2nd Grade</b>	32	33	33	33	33	31	31
<b>3rd Grade</b>	38	38	38	38	38	38	38
<b>4th Grade</b>	36	36	37	37	37	37	37
<b>5th Grade</b>	31	30	30	30	30	30	28
<b>6th Grade</b>	37	35	34	33	32	33	33
<b>7th Grade</b>	35	35	34	33	33	34	33
<b>8th Grade</b>	36	36	35	35	35	36	36
<b>TOTAL STUDENTS</b>	310	309	307	305	304	305	301

### Demographics:

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

Military-affiliated families: 32

5% Active Army

2% Active Air Force

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

1% Retired Military



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### **Gifted Identification**

Formal Gifted Identification in one or more areas: 32% (increase from beginning of year)

Formal Gifted Identification + Talent Pool in one or more areas: 57%

Talent Pool: an additional 42%

Students attending Talent Identification:

Theater: 2 8th-grade students not yet identified in any area

Music: 2 7th-grade students, both already identified in other areas

Visual Arts: 1 6th grader and 1 8th grader, neither identified in other areas

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

Art of Language: 45%

World of Math: 38%



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### 2026-27 Calendar

The School Accountability Committee is reviewing three proposed 2026–27 school calendar options to provide input on how each supports student learning, family needs, and our gifted education mission. The purpose of this review is to surface community priorities and potential impacts for the Board to consider before adopting a final calendar; SAC is not being asked to take a formal vote.

Calendar option	Student days	Staff days	Notable features
Option 1	167.5	187	More professional learning time in August, fewer student days, and a traditional Monday start three days later than D11. This offers the least flexibility for snow days, but is preferred overall.
Option 2	172.5	187	More student days, fewer professional learning days (a concern during 25-26 school year), strong alignment with D11, a more lengthy orientation period than the other two options; Monday start vs. Wednesday start. While this offers the most contact days, there were concerns about the few professional learning days in August as well as the extension of the orientation unit. This was the least preferred option by reviewers.
Option 3	171.5	187	Slightly fewer professional learning days than option 1, split August Family Conference days over a weekend, Wednesday start aligns with D11's start. Some preferred a Wednesday start.

### Key Features Affecting Families

All options begin in early to mid-August with our traditional orientation period, which eases students into learning groups and allows for beginning-of-year benchmark testing and community building. All three options schedule initial family conferences at the start of the year, which strengthens relationships and supports transitions for gifted learners, especially those entering new levels or new to our community.

Fall, Thanksgiving, Winter, and Spring Breaks align with District 11 in all three drafts, reducing schedule conflicts for families with students in multiple schools. Each option provides a five-day Fall break, with an opportunity for staff to attend the Colorado Association of Gifted Students conference during that break. Each option includes October and January family conference opportunities, a December half-day release, and several no-student work/data days, which require clear advance communication to support childcare planning. Leading Edge has offered to support child care needs during teacher workdays, data days, and conference days; we simply need to let them know those dates once our calendar is approved.

January conferences, rather than February, were proposed to allow for earlier dedicated meetings regarding World of Math progress. Traditionally, our school year ended after Memorial Day, and the request from families to end the year before Memorial Day is addressed in all three options.



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The CMAS Window is noted as approximate; it is assigned by CDE. All three options note roughly when it has historically been scheduled. NWEA MAP testing benchmarks will be scheduled during August orientation, either in December or January for a winter benchmark, and in May for an end-of-year benchmark. Other assessment windows (universal screening, course-based assessments) and events will be scheduled when the calendar is finalized.

### **Student Learning Impact**

Option 2 provides the most student days (172.5), maximizing instructional time for advanced coursework and enrichment, but it also includes far fewer professional days in August and a longer orientation, both of which were concerns for teachers. Fewer professional days to start creates stress around both collaboration time and setup if there is too little time before family conferences. This option was the least favored by reviewers.

Option 3 is just below that (171.5 days) while preserving additional August time for relationship-building and orientation, which can be particularly supportive for both students and staff. Option 1 offers the fewest student days (167.5) and more professional learning time in August, which addresses needs raised by teachers after this year's schedule allowed only three days together before Family Conferences. Teachers noted that additional time would have supported better unit development and alignment of both orientation units and other units throughout the year. Increasing this time will benefit instructional quality and allow collaboration that was missed this year.

Across all options, 187 staff days include multiple professional learning and work days in August and mid-year, as well as dedicated Data Days to review student data and progress. These days are important for using assessment data to inform gifted identification, instructional grouping, and programming throughout the year.

### **Equity and Family Impact**

Early-August conferences and staggered student starts—especially in Options 2 and 3—may present scheduling challenges for some families but also create more individualized, lower-stress transition opportunities for students with high sensitivities or asynchronous development. Because major breaks align with District 11 in each option, most families will see fewer mismatched days and less need for additional childcare coverage. Regardless of the option selected, clear and early communication about half-days, no-student work days, and conference days will be essential to support families. Leading Edge is able to offer child care on workdays and conference days, which will help.

One reviewer noted that aligning our work days and conference days with Fridays before federal three-day weekends allows military families to have that time together.

We opted not to require or schedule evening conferences as D11 does in October, due to the added stress it creates for both teachers, who would be working from 7:30am until 8pm for multiple days, and families, who would likely need to leave and return for a later conference after school. Instead, we offer families the option to schedule individual teacher conferences outside the conference day, if needed. Our conferences occur before



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a learning report is released, rather than after, to support goal-setting conversations as a proactive measure rather than a reactive one.

### **SAC Input Requested**

The Board is seeking SAC's perspective on how the calendar can best support student achievement, growth, and family stability.

### **SAC Conversation**

Calendar options were explained as far as pros, cons, and the input from Board, SAC, and Teachers.

- Option 3 - Wednesday start offers students a chance to ease in, as opposed to jumping into a whole week - this seems good for kids
  - Suggestion to NOT have 2 full days of conferences on a Monday/Tuesday and then have kids show up on Wednesday
  - Separating conference days from the student start days is preferable. (prefer conference days the week before.)
- Option 1 - has the best number of professional development days and prep days at the beginning of the year, allowing for necessary onboarding tasks with all teachers.

### **Family Engagement**

- Over 500 people attended WinterFest
- Excellent turnout for February's Chili Cook-Off and Games Night
- All divisions continue to incorporate parent volunteers in some capacity, from project work, game leaders, field trip, or inquiry unit research, guest speakers, etc.

### **Student Data and Achievement**

#### **NWEA MAP assessments**

Spring NWEA testing begins in May, after CMAS in April (grades 3-8 only)

- Levels K-2 take Math and Reading assessments
- Advanced Primary and up will take Math, Reading, Language Usage, and Science assessments

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



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## Achievement Data

	2025- 26 NWEA - Reading Achievement Percentiles		
	BOY	MOY	EOY
>80%	48%	49%	%
61-80%	25%	29%	%
41-60%	16%	10%	%
21-40%	8%	8%	%
<21%	3%	4%	%
K: Median %ile	85	87	
1st: Median %ile	70	75	
2nd: Median %ile	80	83	
3rd: Median %ile	80	83	
4th: Median %ile	79	79	
5th: Median %ile	79	75	
6th: Median %ile	83	79	
7th: Median %ile	83	77	
8th: Median %ile	82	85	

	2025-26 NWEA - LANGUAGE USAGE Achievement Percentiles		
	BOY	MOY	EOY
>80%	53%	59%	%
61-80%	29%	24%	%
41-60%	12%	11%	%
21-40%	12%	4%	%
<21%	1%	2%	%
2nd:Median %ile	-	84	
3rd: Median %ile	81	82	
4th: Median %ile	78	78	
5th: Median %ile	83	82	
6th: Median %ile	87	88	
7th: Median %ile	80	88	
8th: Median %ile	89	87	



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MATH	2025-26 NWEA - Math K-12 Achievement Percentiles		
	BOY	MOY	EOY
>80%	54%	47	
61-80%	20%	24%	
41-60%	17%	15%	
21-40%	7%	9%	
<21%	2%	5%	
K: Median %ile	85	91	
1st: Median %ile	76	86	
2nd: Median %ile	84	82	
3rd: Median %ile	88	78	
4th: Median %ile	87	79	
5th: Median %ile	71	74	
6th: Median %ile	68	57	
7th: Median %ile	82	71	
8th: Median %ile	83	66	

	2025-26 NWEA - ALGEBRA 1 Achievement Percentiles		
	BOY	MOY	EOY
>80%	81%	82	
61-80%	39%	18	
41-60%	9%	0%	
21-40%	0%	0	
5th: Median %ile	98	99	
6th: Median %ile	95	90	
7th: Median %ile	90	93	
8th: Median %ile	74	86	



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	2025-26 NWEA - Geometry		
	Achievement Percentiles		
	BOY	MOY	EOY
>80%	52%	89	
61-80%	39%	11%	
41-60%	9%	0%	
21-40%	0%	0%	
6th: Median %ile	96	97	
7th: Median %ile	92	91	
8th: Median %ile	96	99	

	2025-26 NWEA - Science		
	Achievement Percentiles		
	BOY	MOY	EOY
>80%	57%	59%	
61-80%	25%	23%	
41-60%	10%	10%	
21-40%	7%	5%	
<21%	1%	3%	
3rd: Median %ile	82	78	
4th: Median %ile	85	85	
5th: Median %ile	83	83	
6th: Median %ile	83	84	
7th: Median %ile	87	86	
8th: Median %ile	85	87	



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## DIBELs Growth

All students in grades K-4 were given DIBELs reading assessments in the fall, and we have expanded our assessments through grade 8 in order to catch students who may have required reading intervention in the past and “aged out” of a formal plan. The middle of year assessment window fell during the second week of December, just before Winter Break. Current data for grades K-3, including growth and a national comparison, is below:

Well below   Below   At   Above

Population	Measure	Levels	Students
District All grades	Composite Score	BOY	8234
		MOY	8368
Academy for Advanced and Creative Learning	Composite Score	BOY	136
		MOY	137
National All grades	Composite Score	BOY	4351627
		MOY	1537424
Academy for Advanced and Creative Learning	Composite Score	BOY	136
		MOY	137

Population	Measure	Levels	Students
District All grades	Composite Score	BOY	8234
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Academy for Advanced and Creative Learning	Composite Score	BOY	136
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Academy for Advanced and Creative Learning	Composite Score	BOY	136
		MOY	137



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View: By grade

Population	Measure	Levels	Students	
Grade K	Composite Score	BOY	<p>21% (7) 18% (6) 18% (6) 43% (15)</p>	34
		MOY	<p>6% 12% 26% (9) 56% (19)</p>	34
Grade 1	Composite Score	BOY	<p>16% (5) 19% (6) 28% (9) 37% (12)</p>	32
		MOY	<p>9% 22% (7) 38% (12) 31% (10)</p>	32
Grade 2	Composite Score	BOY	<p>9% 3% 24% (8) 64% (21)</p>	33
		MOY	<p>9% 6% 33% (11) 52% (17)</p>	33
Grade 3	Composite Score	BOY	<p>11% 8% 22% (8) 59% (22)</p>	37
		MOY	<p>11% 11% 34% (13) 44% (17)</p>	38

Across K–3, MOY composite scores show strong upward movement into “at/above benchmark,” with the largest gains in K–2 and more modest growth in grade 3.

- Grade K (34 students)
  - BOY: 21% well below, 18% below, 18% at, 43% above.
  - MOY: 6% well below, 12% below, 26% at, 56% above.
  - Summary: Large reduction in risk (well below + below from 35% to 18%), with most movement into “at/above,” indicating strong core K instruction and effective early-literacy supports. Notable improvement was observed across most subtests, with the majority of students now at or above the benchmark for key early literacy skills.
  -
- Grade 1 (32 students)
  - BOY: 16% well below, 19% below, 28% at, 37% above.
  - MOY: 9% well below, 22% below, 38% at, 31% above.
  - Summary: Overall risk band shrinks slightly at the bottom (well below from 16% to 9%), but more students shifted into “at” rather than “above,” suggesting solid growth with a need to push mid-band students to advanced levels. Specific subtest data is driving Tier II interventions for specific students.



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- Grade 2 (33 students)
  - BOY: 9% well below, 3% below, 24% at, 64% above.
  - MOY: 9% well below, 6% below, 33% at, 52% above.
  - Summary: The majority remain at/above the benchmark, but a slight increase in the well-below count shows a small but important group regressing or not responding; these students are receiving close progress monitoring and targeted intervention using subtest specific data.
- Grade 3 (38 students)
  - BOY: 11% well below, 8% below, 22% at, 59% above (22)
  - MOY: 11% well below, 11% below, 34% at, 44% above.
  - Interpretation: The proportion in “above” declines, while those in “at” and “below” increase, indicating a need to revisit core rigor and text complexity, especially in comprehension and fluency. Students at this level are receiving differentiated Tier I and targeted Tier II interventions to address areas of growth on subtests that impact the composite score.

### Benchmark Trend Data

Schoolwide, the MOY composite data show a strong positive shift, with most grades moving a significant portion of students into the “at” and “above” benchmark bands while shrinking the “well below” group.

Schoolwide composite trends (all grades) show that “above benchmark” increases from about half of students at BOY (51%) to roughly four-fifths at MOY (about 80%), while “well below” drops from about 14% to near half that at MOY.

Grade K: From BOY to MOY, the “above” band grows from 43% to approximately 93%, and “well below” shrinks from 21% to under a third of that, suggesting very strong response to instruction in early literacy skills for this small cohort.

Grade 1: “Above” rises from 37% to about 83%, while “well below” remains present but becomes concentrated in a small number of students, highlighting effective core with a small group needing intensive decoding/fluency support.

Grade 2: The majority of students move into “at/above” benchmark by MOY (with “above” around 81%), but a small, persistent “well below” group signals the need for targeted intervention, especially in advanced phonics and fluency.

Grade 3: Within each initial band, many students shift upward; for example, of those who started “at,” 75% are still at and 25% are now above, and of those who began “above,” 68% remain above with some moving into “at” or “below.” Tier II interventions are in place for those students whose data indicated a need.

For students whose data showed areas of growth in grades 4-8, specific interventions are in place, provided by classroom teachers.



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**Multi-Tiered Systems of Support (MTSS) interventions** continue, 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 for students at their level requiring support, with the intention being that collaborative plans can address needs both in the core classroom and through scientific and historical inquiry work. These conversations have been productive, providing teachers with time to develop flexible groups for Tier II instruction on specific skills.

### Strategic Goals (update coming in May)

**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 presented at one or more conferences on gifted education practices this school year**, 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.



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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.

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

**Primary Task:** Calendar discussion

**Next meeting:** May 18, 2026, 3:30pm