

Business Meeting and Work Session

Monday, October 20, 2025 4:30 PM

Steamboat Springs Middle School, 39610 Amethyst Dr, Steamboat Springs, CO 80487

1. **Business Meeting - Call to Order 4:30 pm**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Agenda Review - Approval of Agenda**
5. **Consent Agenda Items -**
Pursuant to Policies: EL-9: Treatment of Students, Parents and Community; EL-12: Staff Treatment; EL-4: Communication and Counsel to the Board; GP-1: Governance Commitment; GP-3: Board Job Description
 - 5.1. Employment
 - 5.2. Resignations
 - 5.3. Substitute Teachers 2025-26
 - 5.4. Substitute Paraprofessionals 2025-26
6. **Approval of Minutes**
Pursuant to Policies: GP-1; GP-3
7. **Reports and Communications**
Pursuant to Policies: EL-4; GP-1; GP-3 and SSSD Strategic Plan
8. **Community Comments 5:30 pm Approximate Time**

Pursuant to Policies: GP-1: Governance Commitment; EL-9: Treatment of Students, Parents and Community; GP-15: Public Comment and Agenda Items at Board Meetings; GP-15-R: Regulations for Public Comment at Board Meetings. The Board Chair will call for Community Comment(s) relating to items/issues not on the current agenda. The Board Chair will begin by reading this statement:
9. **Action Item**
Pursuant to Policies: GP-1; GP-3; GP-14: Development and Revision of Board Policy
 - 9.1. Second Reading and Consideration of Adoption of Revisions to Board Policy GP-7: Committee Structure
Purpose: To consider adoption of revisions to the policy as reviewed and discussed by the Board on October 6, 2025
10. **Board Member Updates/ Comments/Debrief -**
Pursuant to Policies: GP-1; GP-3; EL-4
11. **Plan for Future Meetings**
12. **Adjourn Business Meeting - End of Livestream recording**
13. **Work Session - Call to Order**

14. **Work Session Topics**

15. **Adjourn Work Session**

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
EMPLOYMENT OF PERSONNEL**

The administration is recommending the following candidates for the 2025-26 school year:

Background Information:

- Amanda Bell - SGS .5 FTE Debate Club coach 25-26
- Sequoya Bertron - SSMS Winter Athletic paraprofessional 25-26
- Elissa Chapman - SGS Chess Club Sponsor 25-26
- Jency Chimilio - SPE .9 FTE Special Education paraprofessional
- Megan Cully - SGS .5 FTE Debate Club coach 25-26
- Anne Draper - SPE PLC Team Leader 25-26
- Paige (Sarah) Groenwald - SSHS Athletic paraprofessional 25-26
- Nicole LeCuyer - District Special Service Providers Department Chair 25-26
- Dustin Moran - SSHS Boys Basketball Assistant coach 25-26
- Piper Rillos - SGS Special Education paraprofessional

Recommended Action:

Resolved, that the Board of Education authorize the employment of the following individuals:

District Wide :

Opening created by:

Molly Jenkins resignation

- o Nicole LeCuyer - Special Services Providers Department Chair 25-26

Sleeping Giant School :

Opening created by:

Colin Campbell resignation

- o Amanda Bell - .5 FTE Debate Club coach 25-26
- o Megan Cully - .5 FTE Debate Club coach 25-26

New Club 25-26

- o Elissa Chapman - Chess Club coach 25-26

District Need

- o Piper Rillos - Special Education paraprofessional

Steamboat Springs High School :

Opening created by:

District Need

- o Paige (Sarah) Groenwald - Athletic paraprofessional 25-26

Dawson Lindquist resignation

- o Dustin Moran - Assistant Boys Basketball coach 25-26

Steamboat Springs Middle School :

Opening created by:

District Need

- o Sequoya Bertron - Winter Athletic paraprofessional 25-26

Strawberry Park Elementary School :

Opening created by:

Megan Sherard resignation

- o Jency Chimilio - .9 FTE Special Education paraprofessional

Emily Colon PLC Team Leader resignation

- o Anne Draper - PLC Team Leader

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
RESIGNATIONS**

Background Information:

Colin Campbell has resigned his position as the speech and debate club coach at Sleeping Giant School effective October 7, 2025.

Emily Colon has resigned her position as the PLC Team Leader at Strawberry Park Elementary School effective September 30, 2025.

Connor Payne has resigned her position as the Math Department Chair at Steamboat Springs High School effective August 24, 2025.

Stacey Paul has resigned her position as the Special Education Department Chair, and the Building Leadership Team Leader for Steamboat Springs Middle School and the Steamboat Springs School District effective October 7, 2025.

Recommended Action:

Resolved, that the Board of Education accept the resignations of:

Colin Campbell
Emily Colon
Connor Payne
Stacey Paul

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
SUBSTITUTE TEACHERS FOR 2025-2026**

Background Information:

The following individual has made application for substitute teaching positions within the Steamboat Springs School District:

<u>Name</u>	<u>Endorsement</u>	<u>Lic/Expir.</u>	<u>Preference</u>
Blickensderfer, Amanda		3 yr/9-17-28	K-12
Ellenbaum, Kate		3 yr/9-10-28	K-12
Haagenson, Brianne		3 yr/8-12-28	K-12
Hulett, Maxwell		1 yr/4-12-26	K-12
Lynch, Lauren		1 yr/8-20-26	K-12
Reust, Georgia		5 yr/9-11-30	K-12

Recommended Action:

Resolved, that the Board of Education approve the addition of the following substitute:

Amanda Blickensderfer
Kate Ellenbaum
Brianne Haagenson
Maxwell Hulett
Lauren Lynch
Georgia Reust

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
SUBSTITUTE PARAPROFESSIONALS FOR 2025-2026**

Background Information:

The following individuals have made application for substitute paraprofessional positions within the Steamboat Springs School District:

Amanda Blickensderfer
Brianne Haagenson
Kylee (Kayden) Oldfather

Recommended Action:

Resolved, that the Board of Education approve the addition of the following substitutes:

Amanda Blickensderfer
Brianne Haagenson
Kylee (Kayden) Oldfather

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
AGENDA ITEM
SUMMARY**

Meeting Date:	October 20, 2025
Agenda Item:	Approval of the minutes for the Board of Education October 6, 2025 Business Meeting
Presented by:	Secretary to the Board
Core Issues:	GP-19: School Board Meetings
Background Info:	Draft of the minutes is included for review and approval.
Policy Implications:	GP-19: School Board Meetings
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. Approve the Minutes as written. 2. Correct the Minutes then approve.
Backup Memoranda Provided?	Draft of the minutes is included for review and approval.
Recommended Action:	Resolved, that the Board of Education approve the minutes for October 6, 2025, as presented.



STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 BOARD OF EDUCATION BUSINESS MEETING

Minutes
October 6, 2025
4:30 PM

Board Members present: Chresta Brinkman, Kevin Callahan, Lara Craig, and Leah Helme

Katy Lee did not attend the meeting.

District Administration present and presenting: Superintendent Dr. Celine Wicks and Director of Finance and Operations Stephanie Juneau

1. Business Meeting - Call to Order

Chresta Brinkman called the business meeting to order at 4:32 pm.

2. Pledge of Allegiance

3. Roll Call

All members, except Katy Lee, were present.

4. Approval of Agenda

Leah Helme made a motion and Lara Craig seconded to approve the agenda as presented. The motion passed unanimously.

5. Consent Agenda Items

Background information is provided in Boardbook under item 5.

- 5.1 Employment
- 5.2 Resignation
- 5.3 Substitute Teacher 2025-26
- 5.4 Substitute Paraprofessionals 2025-26
- 5.5 Substitute Nurse 2025-26
- 5.6 Acknowledge Receipt of Quarterly Financials through June 30, 2025

Kevin Callahan made a motion and Leah Helme seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 as presented. The motion passed unanimously.

6. Approval of Minutes- September 22, 2025 Business Meeting and Work Session

Background information is provided in Boardbook under item 6.

Kevin Callahan made a motion and Leah Helme seconded to approve the minutes for the September 22, 2025 business meeting and work session, as presented. The motion passed unanimously.

7. Reports and Communication

Background information is provided in Boardbook under Item 7.

District Wide Celebrations - Superintendent Dr. Celine Wicks

- SSHS- Homecoming Week - Each day was loaded with exciting extracurricular activities, dress up days, pep rallies, music, chants, and decorations in the hallways. The week was topped off with a very positive parade through town, the football team beating Summit in a very convincing manner, and a world-class dance at the base of Steamboat Resort. All of this without one reported student discipline issue. Thank you to the school's leadership class and class officers for organizing and leading these events. School spirit at SSHS is at an all time high.
- SSHS - Mama Mia -SSHS drama troupe performed this past weekend. The singing, dancing, acting, stage craft, and lighting design were absolutely spectacular. What amazing talent at SSHS. Each night, the performance packed the house. Extraordinary job well done to the entire cast and crew.



- SSMS- Everything Outdoor Steamboat (EOS) Mission and Fall Trips - The objective of EOS is to provide outdoor education and skill development to middle school students. The focus is primarily for students who do not otherwise have regular access to outdoor activities or to provide students the leadership opportunity to teach others in these outdoor activities. Three trips have already happened this school year, and a fourth one is going out on Friday: Gilpin Lake Backpacking and Camping with Marin Shanahan and Max Pinado; Bike Trip with Mindy Mulliken and Marin Shanahan; Hike and Paint at Mad Creek with Elena Maddox and Garret Bock; and Flyfishing with Courtney Wiedel and Erik Bahnsen. Special thanks to Marin Shanahan who handles a majority of the logistics in making sure the program is executed, supported, and accessible for staff and students. Additionally, Val Dietrich, is an important player in the organization, coordination of transportation, and communication of the program.
- SGS is proud to celebrate Cheryl Bell, school-based mentor through Partners for Youth. The school-based mentoring program matches trusted adults with students to provide consistent encouragement, advocacy, and support right in the school setting. Cheryl has built incredible relationships with students and is often their biggest advocate, making sure they feel seen, valued, and capable of reaching their goals. Cheryl is also partnering with some of the Emerging Bilingual students on setting a collective goal around belonging, ensuring that every student feels like an important part of the school community.
- SGS Fun & Color Run - biggest fundraiser of the year. Thanks to the incredible participation of families, staff, and volunteers, this event brought joy to students while raising funds for classrooms. The money goes directly to teachers for items like field trip support, classroom supplies, and expanded learning experiences. Watching students, staff, and families come together in celebration of our school values was a reminder of what makes Sleeping Giant so special. Thank you to the leaders of our PTIC for organizing.
- SPE and SCE 5th Grade Youth Water Festival - the entire 5th grade traveled to the Routt County Fairgrounds in Hayden to attend the 4th Annual Yampa Youth Water Festival. Water professionals from across the Yampa Valley and the western US gathered to provide a variety of unique fieldwork opportunities for students about water, our most valuable resource, through hands-on learning activities. Thank you 5th grade teachers, for offering such a fantastic opportunity for our kids.
- SPE Fun Run - Began with a mascot race that involved staff members, who were enthusiastic about showing off their running skills in costumes. Students ran as many laps as possible to earn a bracelet per lap, fundraising for Strawberry Park. Huge shout-out to our PIC parents and PIC President, Kim Butler, for making it a day that was fun and an opportunity for our families to support Strawberry Park. Another shout out to our entire specials team for their help with organizing the special day, and to all the staff and parents who attended, ran, and cheered to support our Sea Wolves.
- SCE Fun Run -The kids were thrilled to run through the PIC provided blow-up tunnel, decorated with balloons, to Stehley Park and around the school. Students ran as many laps as possible to earn a bracelet per lap, fundraising for Soda Creek. Thank you to our PIC parents and PIC President Sarah Burg for making the day so special. Thank you to our PE teacher, Erin Early, for organizing the special day, and thank you to our specials teachers Libby Creamer, Jake Gasau, Christie Stepan, and Kelaine Sowards for supporting the team and all of our Seadog runners
- District Office - Congratulations to Stephanie Juneau, the entire finance department, and all administrators for working diligently to make cuts in spending without sacrificing student offerings. We were able to decrease a significant amount in the purchase services category. Much of that was due to Mother Nature and Pascal Ginesta, Director of Facilities. Our snow removal budget came in significantly under budget. We also had an additional \$375K in revenue and \$147K in interest. Overall, our bottom line is favorable and our fund balance is back to 25%.

Whistler Property Update- Superintendent Dr. Celine Wicks and Director of Finance and Operations Stephanie Juneau

- Copy of the new Whistler appraisal is included in Boardbook for review
- Copy of Board resolution 2025-10-01 authorizing the sale of the Whistler property is included in Boardbook for review
- Whistler property recently appraised at \$3.6M, \$200K more than previous appraisal
- Dr. Wicks is in ongoing conversations with Angela Cosby, City Parks & Rec Director about both parties interest in the city purchasing the property
- Dr. Wicks is recommending that the District sell the property to the City of Steamboat Springs; funds will help us with our staff housing project and the City would like to keep the property as parkland
- Kevin Callahan - We need to capture the market value for the property and listen to our constituents and adhere to keeping the property a park through collaboration with the City
- Leah Helme - I appreciate Dr. Wicks' recommendation and Stephanie's work with finance options. I agree with Kevin about capturing the market value and working with the City
- Chresta Brinkman - Working with the City is in the best interest of all parties
- Lara Craig - Do we know what the City plans to do and what would be the timeline?



- Angela Cosby - Parks & Rec Director - We would like to have the time to raise the money to purchase and would expect a July 2027 closing; City has projected \$500K in their current budget to provide for earnest money down payment on the purchase and it will take about 2 months for the purchase documents to go through the City Council process
- Lara Craig - Whistler is an asset that the District must be responsible for; We need to sell it for market value and no less; It could be a valuable property for a developer to build on; We need to satisfy our needs as well
- Chresta Brinkman - The City is not able to pay more than the appraised value for the property

Public Comment on Topic

- Glenn Davis - property owner - Thank you to the Board and the Parks & Rec and City Council for coming together and talking about options and what is best for the community; Whistler Park is an incredible space for this community
- Patrick Browning - property owner - Appreciate the efforts of the District, Parks and Rec, and City Council. This is an amazing opportunity for our community

Board continued discussion on Whistler Park property

- Chresta Brinkman - Grateful to Parks & Rec and City Council for the collaboration and recognizing the assets of the park including the wildlife; this is a plan that works for everyone
- Lara Craig - Resolution doesn't say that the District is selling it to the City, it just gives the superintendent the authority to sell the property
- Chresta Brinkman - Correct, the resolution does not indicate as to who the buyer is
- Board members voiced strong support for continued partnership to achieve an outcome that benefits both the district and the community

Staff Affordable Housing Update - Superintendent Dr. Celine Wicks and Director of Finance and Operations Stephanie Juneau

- Stephanie has met with 2 different financing agencies regarding feasibility options for the District to maintain ownership of all 22 units as rental units
- Funding for the construction of units would be \$3.6M from the sale of the Whistler property, City Short Term Rental Tax grant to cover half of the construction costs and the balance would be borrowed by Certificates of Participation (COP) or a bank loan
- Borrowed funds would be paid back with rental income
- We would do a Request for Proposal to determine which is better a COP or a bank loan
- Dr. Wicks - We could maintain ownership of all the units; if we are not able to rent all to our staff, we would offer units to others through a waterfall process
- Chresta Brinkman - Is Rural Homes agreeable to the District owning all the units? Yes
- Kevin Callahan - We have an immediate need for housing for our teachers and the short-term solution is to own rentals; We could consider selling the properties at a later date if needed
- Lara Craig - We would have more options to help attract teachers if we owned the rental properties; Will we be able to keep the rentals affordable for staff?
- Stephanie - Yes, rental cost is based on 1/3 of an employees take home wages; We will be below the current market rate
- Lara Craig - Are you still working on a staff survey and when can we expect the results? Dr. Wicks - Rural Homes is working on the survey and the results will be shared with the Board when available
- Lara Craig - Are there state funded opportunities to help with the financing? Stephanie - state grants have strong strings attached to AMI and a cap of 120%, we will need to be able to offer units at 200% AMI so state grants are not an option
- Dr. Wicks - The Short-Term Rental (STR) application is a rolling application and our request will not be compared to other requests for funding; it will take 4-6 months for our application to be reviewed and the award (if any) determined
- Kevin Callahan - What is the amount we would need as a loan? Stephanie - We would need a loan of about \$2.4M
- Lara Craig - Please share all the numbers with the Board when available

Leah Helme made a motion and Lara Craig seconded to acknowledge receipt of reports and communications as presented by the superintendent. The motion passed unanimously.

8. Public Comment - 5:02 pm

No public comment on non agenda items.

9. Action Item

9.1 Consideration of Adoption of Resolution 2025-10-01 Authorizing the Execution of Documents Necessary for the Sale of the Whistler Property Owned by the District



Chresta Brinkman made a motion and Kevin Callahn seconded to adopt Resolution 2025-10-01 and accept the recommendation of the Superintendent and the Director of Finance and Operations to sell the Whistler property and authorize the superintendent to sign such agreements, contracts, deeds, and closing papers, including settlement sheets, to sell the Real Property.

- Copy of the resolution is included in Boardbook for review
- Board reviewed and discussed the Whistler appraisal and the resolution under Reports and Communication
- Kevin Callahan - I just want to reiterate how important it is to me that we try to keep it as a park. I would really like to see it steered that way in earnest.

The motion to adopt Resolution 2025-10-01 Authorizing the Execution of Documents Necessary for the Sale of the Whistler Property Owned by the District, passed unanimously.

10. Governance Process Policy Review

First reading of revisions to policy:

GP-7: Committee Structure

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Leah Helme - update the DAC portion and remove “advisory” from the name
- Leah Helme - bullet points on DO-3 should match the bullet points on GP-7
- Lara Craig - How do we make sure that we are engaging the DAC other than through state statute?
- Chresta Brinkman - Board has a DAC rep that needs to make sure all things required for the DAC are being adhered to
- Bring back for second reading and adoption on October 20 based on the recommendations from Leah Helme listed above

11. Board Member Updates/Comments/Debrief

Leah Helme

- Attended the AI (Artificial Intelligence) in Education event at SSSH with Tom Valand
- Witnessed how the security features for wifi are working at SSSH
- There is a lot to learn about AI
- Attended a presentation on “Building Safe Online Communities” with Lisa Eifling and Patty Oakland

Lara Craig

- Attended the AI in Education event at SSSH
- District has good things in place and helping staff navigate through this
- District needs to review the AI Administrative policy
- Attended the Coffee with the Board event with Kevin - no one showed

Kevin Callahan

- Attended the Coffee with the Board event with Lara - no one showed
- Attended the Fun Run at SGS
- Attended the ENGAGE event with shout outs to staff and students by staff and students

Chresta Brinkman

- Attended the AI in Education event at SSSH
- Homecoming - attended a lot of events during homecoming week
- Attended Mental Health event hosted by REPs at Strings

12. Plan for future meetings

- Dyslexia Month - Steamboat Reading - October 20
- CASB Annual Convention - December 11-13
- Kevin Callahan requested a GEM (Gifted Education review) report

Board Workshops

- Board Policy Monitoring discussion
- Leah Helme - suggested a mini retreat at CASB for the new board members
- Lara Craig - would like to have a work session on how we engage the public, other groups, and get parent and community input

Coffee with the Board - Off the Beaten Path Bookstore

- November 12 at 11:30 am with Kevin Callahan and Leah Helme - location to be determined
- December 3 at 4:30 pm - Board members to be determined

November 4, 2025 Election Timeline

- Election Day - November 4
- Oath of Office - between November 5 and December 5
- Board Organizational Meeting - between November 5 and December 11



13. Potential Executive Session

Chresta Brinkman made a motion and Lara Craig seconded to move into executive session pursuant to C.R.S. 24-6-402(4)(f)(I) for the purpose of discussing a personnel matter regarding the superintendent's ongoing evaluation. The motion passed unanimously.

Executive session motion was at 5:29 pm. The Executive Session was attended by Chresta Brinkman, Kevin Callahan, Lara Craig, Leah Helme, and Superintendent Dr. Celine Wicks. The Executive Session convened at 5:30 pm. The executive session was recorded as required by state statute. The Board met in executive session pursuant to CRS 24-6-402(4)(f)(I) for the purpose of discussing a personnel matter regarding the superintendent's ongoing evaluation. The Board met in executive session for 17 minutes.

Executive session concluded at 5:46 pm with no action taken.

14. Adjourn

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 5:49 pm.

Board of Education Business Meeting minutes for October 6, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on October 20, 2025:

Katy Lee, President

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
REPORTS & COMMUNICATIONS**

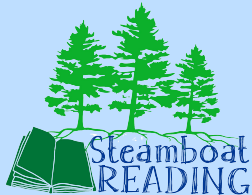
Reports & Communications

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- Dyslexia Month - Kim Schulz, Executive Director, and Alyssa Laliberte, Program Director, Steamboat Reading
- Staff Affordable Housing Update - Superintendent Dr. Celine Wicks

Action: Acknowledge Receipt of Reports and Communications as presented by the superintendent and staff.

Dyslexia:

Understanding, Action, Impact



Steamboat Reading

Kim Schulz, executive director

Alyssa Laliberte, program director

Steamboat Reading

Our mission is to empower children with dyslexia and other reading challenges to become confident, independent readers through specialized instruction, family partnership, and trusted advocacy.

- Dyslexia awareness in the community
 - Simulations
 - Dyslexia workshops for educators
 - Beginning Reader Workshops for parents

What Is Dyslexia?

- Dyslexia is a **language-based learning difference** that affects reading, spelling, and writing.
- It is **not related to intelligence**, students with dyslexia are often bright and creative.
- It impacts about **1 in 5 students (20%)**.
 - About 480 students in SSSD



Common Signs

- Difficulty sounding out words
- Reading slowly or with poor fluency
- Trouble spelling consistently
- Difficulty remembering sequences (letters, numbers, days of the week)
- Challenges with writing and organizing ideas



Can lead to frustration, low confidence,
and decreased academic engagement

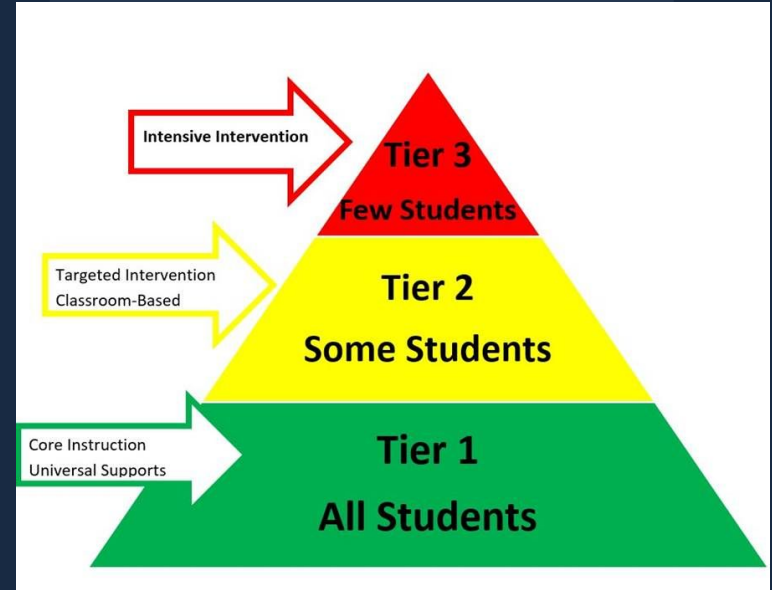
Dyslexia in Our Community

- Some students are able to thrive with the interventions available at school
- Some students struggle despite multiple interventions
- Some students may score in the average range on assessments and don't qualify for intervention
- Families seek outside evaluations and tutoring
- Schools report students needing more individualized literacy support



The Response

- Multi-Tiered Support System (MTSS)
- Reading interventions
- Support plans
 - READ Plans, 504 Plans, IEPs



Steamboat Reading's Impact in SSSD

The High Intensity Tutoring Program was launched in 2023-2024 school year and was funded by a grant with CDE for 2 years with individual donor funds from Steamboat Reading to supplement.

Steamboat Reading now fully funds this program through local donors.



How many students?

- 13-16 each year
- 3rd-12th grades

Which schools?

- We have worked in every school in the district

Structure

- 1-on-1
- During the school day
- Goal plan driven by data
- Option for summer sessions

Results

- Significant growth in achievement and confidence
- 5 students, who were meeting grade-level expectations for reading, “graduated”

What parents, teachers, and admin are saying

“Our students made impressive growth. Having repetitive hits of instruction focused on the students' needs is essential to aid in closing the academic gap for them. Their confidence soared and seeing their growth, especially for our older students, made me feel excited about sending them to older grades with solid skills that will only grow.” -SSSD Administrator

“It is truly a blessing to have experts in reading instruction work with our struggling readers at the high school level. Most high school teachers are not trained and do not have the tools to work with these students at their current reading levels.” -SSSD Teacher

“Our son loves his sessions at school with Steamboat Reading. With his anxiety disorder and severe learning challenges, it was extremely challenging to get him to tutoring after school, when he had already been working so hard all day. Now that he's getting this support in the school setting during the day, he is happier, more regulated, and this is enabling him to progress in his learning journey. We are so grateful for this program and the only things we'd change would be going back in time to start earlier, and making it available to more kids who have significant challenges in their learning journeys. I can say with all honesty that this program has not only improved our son's reading, but also our family's quality of life.”

-Parent of a student in High Impact Tutoring Program

Moving Forward

Dyslexia requires...

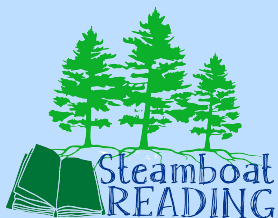
- Early identification
- Structured, multisensory interventions
- Collaboration between schools, families, and community partners

Steamboat Reading is here as a partner to ensure every child can succeed in reading.



Thank you for supporting education in Steamboat!

Questions?



Contact us at...

alyssa@steamboatreading.org

info@steamboatreading.org

970.367.7670

www.steamboatreading.org

REFERENCES & READING MATERIALS

We have compiled a list of resources and reading material that may be helpful to your family.

Books

Resources for learning more about **Dyslexia and ADHD**

- ***Overcoming Dyslexia 2nd edition*** by Sally Shaywitz
- ***Basic Facts about Dyslexia and Other Reading Disorders***
by Dr. Louisa Moats & Karen Dakin
- ***The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain***
by Brock L. Eide, M.D., M.A., and Fernette F. Eide, M.D.
- ***The Dyslexia Empowerment Plan*** by Ben Foss
- ***Proust and the Squid*** by Maryanne Wolf
- ***From ABC to ADHD: What Every Parent Should Know about Dyslexia and Attention Problems***
by Eric Tridas
- ***Taking Charge of ADHD: The Complete, Authoritative Guide for Parents*** by Russell Barkley, PhD
- ***Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential*** by Peg Dawson, EdD, and Richard Guare, PhD
- ***Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (The Guilford Practical Intervention in Schools Series)***
by Peg Dawson, Ed,D and Richard Guare, PhD
- ***Executive Function in Education: From Theory to Practice*** by Lynn Meltzer, PhD
- ***Attention, Memory, and Executive Function*** by G. Reid Lyon and Norman A. Krasnegor
- ***The Organized Student: Teaching Children the Skills for Success in School and Beyond***
by Donna Goldberg and Jennifer Zwiebel

Movies

Resources for learning more about **Dyslexia and ADHD**- available on Amazon

- ***Embracing Dyslexia***
- ***The Truth About Reading***
- ***The Big Picture: Rethinking Dyslexia***
- ***The Disruptors*** (ADHD)

Children's Books about Dyslexia

Ages 10+

- *Close to Famous* by Joan Bauer
- *The Lightning Thief* and others in the Percy Jackson series, by Rick Riordan
- *Trapped* by Judy Spurr

Ages 8-12

- *Fish in a Tree* by Lynda Mullaly Hunt
- *Eleven* by Patricia Reilly Giff
- *My Name Is ~~Brain~~ Brian* by Jeanne Betancourt
- *What Is Dyslexia?: A Book Explaining Dyslexia for Kids and Adults to Use Together* by Alan M. Hultquist
- *Hank Zipzer: The World's Greatest Underachiever* books by Henry Winkler and Lin Oliver

Ages 6-8

- *Here's Hank!* Series by Henry Winkler and Lin Oliver
- *Thank you, Mr. Falker* by Patricia Polacco (for older children too)

Ages 4-7

- *Tacky the Penguin* by Helen Lester
- *It's Called Dyslexia* by Jennifer Moore-Mallinos
- *The Alphabet War: A Story about Dyslexia* by Diane Burton Robb and Gail Piazza

Websites & Resources

- **Understood** www.understood.org
 - With state-of-the-art technology, personalized resources, free daily access to experts, a secure online community, and practical tips. Understood aims to be the right support for parents and students.
- **International Dyslexia Association** www.interdys.org
 - **IDA Rocky Mountain Branch** www.dyslexia-rmbida.org
 - This association provides excellent resources and ways to meet other parents of children with difficulty learning to read.
- **Learning Ally** www.learningally.org
 - An organization dedicated to helping students with print disabilities, including blindness, visual impairment, and dyslexia. They can provide audio versions of almost any book.
- **Yale Center for Dyslexia & Creativity** www.dyslexia.yale.edu
- **Decoding Dyslexia** www.decodingdyslexia.net
- **CHADD** www.chadd.org
 - National resource center on ADHD

Assistive Technology Tools

- **Google Chrome Snap&Read** - Provides Text-to-Speech, Screenshot Reader (can help access inaccessible text), Simplify (difficult words can be simplified), Translate (language translation), Capture (capture what you use to read later; sort it in an outline, so it makes sense), PDF support (reads PDFs too).
- **Google Chrome Voice to Text** - SpeechTexter is an online multi-language speech recognizer that can help you type long documents, emails, blog posts, and tweets with your voice.
- **PaperRater** - Grammar and spell check, free online proofreading.
- Mobile devices built in AT
<https://www.understood.org/articles/en/assistive-technology-thats-built-into-mobile-devices>
- **Oral exam creator** to help students complete written tests more efficiently and accurately:
<http://dyslexiatech.com/audio-exam-creator/>
- **SnapType App** - SnapType makes it easy to complete any school worksheet. When you're done, it's easy to email or print. <https://www.snatypeapp.com/>
- **Google Chrome Read&Write** - Intuitive and easy to use, provides personalized support to make documents, web pages, and common file types in Google Drive (including Google Docs, PDF, ePub & Kes) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles.
 - Free for teachers: <https://www.texthelp.com/products/free-for-teachers/>
- **SpeechTexter** is an online multi-language speech recognizer that can help you type long documents, emails, and blog posts with your voice. <https://www.speechtexter.com/>
- Voice typing in Google Docs in Chrome browsers
- **Grammarly** - Grammar and spell check, free online proofreading. Works on email, in documents, forms, and on social media. <https://www.grammarly.com/>
- **Livescribe Pens** - <https://www.livescribe.com/site/>
- **Speechify app and Chrome extension** are text-to-speech tools that will read scanned documents or webpages in realistic voices. <https://speechify.com/>

Programs & Apps

- **Lexia Core5 (for grades prek - 5th) and Lexia PowerUp Literacy (for grades 6+)** - For pre-k through 5th grades, this research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge. For grades 6 and up, it addresses gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts.



- **Math-U-See** - Math-U-See is designed to teach students specific skills that build as the student progresses. This systematic and cumulative approach uses a definite, logical sequence of concept instruction. The Math-U-See system is structured with step-by-step procedures for introducing, reviewing, practicing, and mastering concepts. Each lesson uses multi-sensory tools such as videos, manipulatives, and other resources, designed to appeal to any learner.
- **Virtual Manipulatives** - This app allows students to work with virtual manipulatives to provide a more concrete meaning to abstract terms.

PUBLIC COMMENT DURING A BOARD OF EDUCATION MEETING

Thank you for your interest in the public comment portion of this board meeting. This meeting is being recorded and live streamed and available to view on the District's website.

All wishing to speak during public comment on items on the current agenda or not on the current agenda must be physically present at the Board meeting to address the board. Electronic participation via Zoom is not available when the Board is meeting in person.

Community Comments

The Board Chair will call for Community Comment(s) relating to items/issues not on the current agenda. The Board Chair will begin by reading this statement:

- Individuals wishing to address the Board are limited to three (3) minutes per person wishing to address the Board. If four (4) or more people wish to address the board on a single topic, the Board may allot up to 15 minutes for a collective commentary.
- Out of respect for the guests attending the Board meeting, the Board may limit public comment to 30 minutes. Registered speakers not part of the first 30 minutes, will be heard at the conclusion of the meeting.
- When recognized by the Board, individuals wishing to address the Board, the speaker should provide their name, and who they are representing.
- No action will be taken on any item not scheduled on the agenda. No action will be taken during this portion of the meeting. Any public comment requiring additional discussion or action by the Board must be placed on a future agenda.
- On a scheduled agenda item, the Board may or may not ask clarifying questions of the speaker. However, discussion is limited to Board members.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
AGENDA ITEM
SUMMARY**

Meeting Date:	October 20, 2025
Agenda Item:	Second Reading and Consideration of Adoption of Revisions to GP-7: Committee Structure
Presented by:	Leah Helme
Core Issues:	Pursuant to GP-14: Development and Revision of Board Policy, after the second reading, the policy revisions may be adopted, with or without amendments, by approval of a majority of the Board. A first reading and revision of the policy took place on October 6, 2025. This policy received additional revisions from the Board policy overhaul project based on changes to Administrative Policy DO-3.
Background Info:	Copy of the revised policy is included in the packet for review. Additional information available on the redlined version of this policy included in Boardbook.
Policy Implications:	GP-1: Governance Commitment; GP-14: Development and Revision of Board Policy
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. To adopt the revised policy as presented 2. To make amendments to the policy and adopt with stated amendments
Backup Memoranda Provided?	Copy of the revised policy is included in the packet for review
Recommended Action:	Resolved, that the Board of Education adopt the revised Board policy GP-7: Committee Structure, as presented.

Committee Structure

A committee is a Board committee only if its existence and charge comes from the Board and its work is intended to support the Board’s work whether or not Board members sit on the committee. The only Board committees are those which are set forth in this policy. Unless otherwise stated or required by law, a committee ceases to exist as soon as its task is complete. All Board committees are advisory in nature to the Board.

Board Committee assignments (committees requiring Board Director or appointed representation) include the following:

1. District ~~Advisory~~ Accountability Committee (DAC)

Purpose:

- Make recommendations to the Board relative to the program of accountability.
- Review the goals/objectives and plans of individual schools and make annual recommendations to the Board regarding procedures for implementation of the plans for inclusion in the district budget.
- After consulting with school accountability committees, make recommendations to the Board relative to the prioritization of expenditures of school district funds.
- Provide consultation on adoption, revision, and implementation of a district safe school plan.
- To annually review the board’s policy on School Accreditation and make recommendations regarding the school accreditation policy and process to the Board by June 15th each year.
- Provide input and recommendations to principals, on an advisory basis, concerning the deve;lopmetn and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.

Membership: The term for membership is two (2) years. =

The Board will strive to have a balance of membership on the committee consistent with the district’s racial/ethnic proportions as follows :

- Superintendent
- One taxpayer from the person involved in business in the community within dDistrict boundaries.
- One School Administrator
- School Accountability Committee (SAC) parents- 1 per school
- ~~One non-SAC member parent — 1 per school~~
- Teachers- 1 per school
- ~~One High school student (as available)~~
- ~~One representative from North Routt Community Charter School~~

The number of parents must exceed the number of representatives from the group with the next highest representation.

2. District Bargaining Team -Board will have a representative on the team to represent the Board’s interest in staff negotiations

All district accountability committee meetings and school accountability committee meetings will be open to the public. Meeting notices for district accountability committee meetings will be posted in the same place and manner as notices of Board meetings. Notices for school accountability committee meetings will be posted in the school.

Latest Revision: August 25, 2025
 January 9, 2024
 March 22, 2021
 Adopted: November 16, 1998
 Revised: March 5, 2018
 October 8, 2012
 October 4, 2010
 October 13, 2003
 June 16, 2003
 December 16, 2002
 August 19, 2002
 January 10, 2000
 June 7, 1999

LEGAL REFS.:

C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
 C.R.S. 22-11-301 and 302 (*district accountability committee*)
 C.R.S. 22-11-401 and 402 (*school accountability committees*)
 C.R.S. 24-6-402 (*open meetings law*)
 1 CCR 301-1, Rules 2202-R-1.00 et seq. (*accreditation rules*)

Monitoring Method: Board self-assessment
 Monitoring Frequency: Annually in April

Policy was reviewed with the Board on October 6, 2025 and the Board asked that GP-7 and DO-3 match each other more. Changes made to GP-7 based on recommendations from the Board as follows:

- Remove “Advisory” from the title on GP-7 where it reads “District Advisory Accountability Committee”
- There are 2 more bullet points under “Purpose” for DAC on DO-3 revision then on GP-7

Upon further review by Deb Ginesta, making GP-7 and DO-3 the same is not the correct path. The Board has their own Commitment to Accomplishment and Accountability policy known as EL-5. GP-7 should only match DO-3 with regards to the actual committees and their purpose and membership.

10-7-25 - With the latest revisions, the bullet points and membership information for the DAC match on DO-3 and GP-7. The remainder of DO-3 matches the pertinent wording from EL-5. Policy revisions will be presented to the Board again at the October 20 meeting with this explanation and request to adopt the revisions, as presented.

10-2-25 - following review of DO-3: Commitment to Accomplishment and Accountability with the District Admin Team, it was pointed out that the requirements for the DAC membership does not align with statute and/or our practice.

According to CRS 22-11-301, the DAC membership is as follows:

1. At least one parent
2. One teacher

3. One school administrator
4. One taxpayer from the District

It is recommended that we revise our policy DO-3 and Board Policy GP-7 to better match statute and practice as follows:

1. Superintendent
2. One taxpayer from the District
3. 1 school administrator
4. School Accountability Committee (SAC) parents - 1 per school
5. Teachers - 1 per school
6. One Representative from North Routt Community Charter School

The two policies DO-3 and GP-7 need to be revised together.
Revisions to DO-3 will need to wait for the 1st and 2nd reading for GP-7.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
BOARD MEMBER UPDATES/COMMENTS/DEBRIEF**

Background Information:

- Board Member Updates
- Meeting Review

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
October 20, 2025**

**AGENDA ITEM
PLAN FOR FUTURE MEETINGS**

Plan for future meetings

- DAC Update - November 3
- Gifted Education Monitoring (GEM) update - Nov 17
- Mill Levy Certification - December 8
- FY25 Audit Report - December 8
- CASB Annual Convention - December 11-13

Board Work Sessions

- Board Policy Monitoring Work Session - TBD
- Workshops - TBD

Coffee with the Board - Off the Beaten Path Bookstore

- November 12 at 11:30 am with Kevin Callahan and Leah Helme - Dusky Grouse Coffee
- December 3 at 4:30 pm - TBD

November 4, 2025 Election Timeline

- Election Day - November 4
- Oath of Office - between November 5 and December 5
- Board Organizational Meeting - between November 5 and December 11

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
OCTOBER 20, 2025**

**AGENDA ITEM
WORK SESSION TOPICS**

Background Information:

SSSD Board of Education Work Session

Topics

- Colorado School Finance Project - Adequacy Study Interactive Conversations - Leah Helme
- Board Election Timeline review - Deb Ginesta
- School Performance Framework Data Review - Director of Teaching & Learning Dr. Tim Ridder and School Improvement Coordinator Anne Barbier
- Policy Guidance on Board Participation on a Committee Discussion

No decisions will be made and no action taken during the work session.

The work session is open to the public but will not be livestreamed for future viewing. The agenda will be available to view in Boardbook.

The Board will not be taking public comment at this work session pursuant to GP-19: School Board Meetings.

Adequacy Study Interactive Conversations

From Findings to Action: Prioritizing What's Possible in Colorado School Finance

1) Pick Your Topic Area

Check the group's assigned focus area (choose one):

- **Base Level of Funding**
(mental health, counselors, interventionists, class size reduction, program offerings, etc.)
- **Teacher Salaries, Wage Index, Cost-of-Living, and Cost of Doing Business**
- **Funding Support for Special Student Populations**
(Special Education, English Language Learners (ELL), At-risk, Gifted and Talented, etc.)

2) What This Would Look Like in My School District

Describe concrete examples for your district size & type:

- Staffing changes (e.g., interventionists, mental health supports, counselors)
- Program or service enhancements
- Changes in class size
- Additional supports for specific student populations



3) Anticipated Student Outcomes *(includes test scores and more)*

If implemented, how would this change impact students? How would the impact be measured?

- Short-term (1–2 years):
- Long-term (5+ years):



4) Critical External Considerations

(Capture these so they don't derail the discussion — they can be addressed later)



- Facility constraints:

- Staffing pipeline:

- Legislative or policy barriers:

- Other:

5) Top Three Priority Actions from Our Group

(What would you share with legislators about your priorities and why they were chosen)



1.

2.

3.

Next Step Alignment

- How does this align with our district's current practices? Would changes be required?

- How can these ideas be communicated to legislators, boards, and the community?



Election timeline following final abstract of votes 2025

Immediately following the preparation and certification of the final abstract of votes - **last 2 elections this took 16 days**

- **Thursday, November 20**
- **Thanksgiving break is November 24-28**

Certificate of election - Immediately after the final abstract has been prepared and certified, the designated election official shall notify the candidates of their election to office and **deliver the certificate of election**. C.R.S. § 1-11-103(1).

- This does not have to be done at a meeting nor does it have anything to do with being sworn in. It is a certificate that I prepare and provide to the elected candidate.
- Thanksgiving break is November 24-28

December 5, 2025* (no later than 10 days after receiving the certificate of election, if abstract received on Nov. 26)

Oath of office - Candidate must take the oath of office no later than **10 days after receiving the certificate of election** or the seat shall be deemed vacant. C.R.S. § 22-31-125; 1-1-106(5).

- This does not have to be done at a meeting but they must be sworn in within 10 days following the receipt of the certificate of election or seat is declared vacant - **last 2 elections final abstract of votes took 16 days**
- If certificate of election is provided on Friday, November 21- swearing in must take place by Monday, December 1
- Certificate of election and swearing in can happen at the same time with Katy Lee swearing in the new board members.
- Thanksgiving break is November 24-28

December 11, 2025 (within 15 days after the district receives the official abstract of votes if the abstract was received on Nov. 26)

Organizational meeting - Within 15 days after receiving the official abstract of votes, the school board will hold an officer election and reorganization meeting. C.R.S. § 22-32-104(1).

- We have a board meeting scheduled for December 8 which would be beyond the 15 days after receiving the official abstract of votes (on November 20) - **last 2 elections final abstract of votes took 16 days**
- 15 days from November 20 is Friday, December 5. We have a board meeting already scheduled for December 8.

2025-2026 Board Meeting CALENDAR

BOE adopted 4-7-25

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	PK & Kinder Orientation - August 18					

SEPTEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First day of school 6th & 9th - August 18
Aug 12 - Board Priorities Workshop

OCTOBER 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 4 - Election Day

CASB - Dec 11-13

JANUARY 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

SSHS Class of 2026 Graduation - May 23

June 2 - Last day of school

July 4	Fourth of July
September 1	Labor Day
November 24 - 28	Thanksgiving Break
Dec 22-Jan 2	Winter Break
January 19	MLK Day
February 16-20	Blues Break
April 20-24	Spring Break
May 25	Memorial Day

Steamboat Springs School District

2025 District Framework Action Plan

Connecting our District DPF & SPF data
to our themed School & District
initiatives



Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	72.2%	28.9/40	Meets	73.4%	Accredited
	Academic Growth	74.1%	44.5/60	Meets		

Elementary Schools

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	494	95.8%	753.8	82	6.00/8	Meets
	Previously Identified for READ Plan	87	93.5%	712.6	-	0.00/0	-
CMAS - Math	Free/Reduced-Price Lunch Eligible	93	95.9%	733.7	36	0.50/1	Approaching
	Minority Students	114	95.8%	731.2	31	0.50/1	Approaching
	Multilingual Learners	67	95.7%	720.7	11	0.25/1	Does Not Meet
	Students with Disabilities	77	87.6%	715.9	6	0.25/1	Does Not Meet
	All Students	497	96.0%	750.8	83	6.00/8	Meets
CMAS - Science	Free/Reduced-Price Lunch Eligible	93	94.9%	732.6	45	0.50/1	Approaching
	Minority Students	116	97.5%	729.2	36	0.50/1	Approaching
	Multilingual Learners	68	97.1%	722.5	22	0.50/1	Approaching
	Students with Disabilities	78	88.8%	727.1	32	0.50/1	Approaching
	All Students	168	96.0%	758.9	92	8.00/8	Exceeds
TOTAL		*	*	*	*	26.00/36	Meets

Good things to notice:

1. ELA - Students with Disabilities does not meet Achievement but meets Growth.
2. Math - Students with Disabilities are approaching in Achievement and exceeds in Growth
3. Math - Multilingual Learners are approaching in Achievement and meets in Growth
4. All Students exceeded expectations in Science

Growth Opportunity:

1. ELA - Multilingual Learners does not meet in Achievement and approaching in Growth

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	286	63.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	47	58.0	0.75/1	Meets
	Minority Students	60	57.5	0.75/1	Meets
	Multilingual Learners	30	49.5	0.50/1	Approaching
	Students with Disabilities	32	55.0	0.75/1	Meets
CMAS - Math	All Students	296	63.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	49	43.0	0.50/1	Approaching
	Minority Students	69	54.0	0.75/1	Meets
	Multilingual Learners	38	64.0	0.75/1	Meets
	Students with Disabilities	35	74.0	1.00/1	Exceeds
English Language Proficiency	English Language Proficiency	83	64.0	1.50/2	Meets
	On Track to EL Proficiency	85	68.2%	1.50/2	Meets
TOTAL		*	*	20.75/28	Meets

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	87.9%	35.2/40	Exceeds	81.8%	Distinction
	Academic Growth	77.7%	46.6/60	Meets		

Middle Schools

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	535	92.8%	768.4	96	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	99	91.9%	749.3	72	0.75/1	Meets
Language Arts	Minority Students	119	92.4%	748.0	70	0.75/1	Meets
	Multilingual Learners	65	86.7%	728.0	22	0.50/1	Approaching
	Students with Disabilities	87	81.5%	732.4	31	0.50/1	Approaching
CMAS - Math	All Students	545	94.7%	753.1	92	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	104	97.3%	734.2	58	0.75/1	Meets
	Minority Students	125	97.7%	730.5	47	0.50/1	Approaching
	Multilingual Learners	71	96.0%	715.3	13	0.25/1	Does Not Meet
	Students with Disabilities	90	84.3%	722.9	29	0.50/1	Approaching
CMAS - Science	All Students	166	90.0%	756.5	95	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	35	97.4%	741.1	69	0.75/1	Meets
	Minority Students	42	97.8%	742.2	70	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	29	76.9%	741.4	69	0.75/1	Meets
TOTAL	*	*	*	*		30.75/35	Exceeds

Good things to notice:

1. Academic Achievement - Middle School Exceeded expectations.
2. Overall Rating - Distinction for Achievement and Growth
3. All Students Achievement exceeds - ELA, Math and Science
4. Math - Multilingual Learners does not meet Achievement and meets in Growth
5. English Language Proficiency growth exceeds in proficiency and on track to proficiency

Growth Opportunity

1. ELA - Multilingual Learners are approaching in Achievement and Growth

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	493	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	96	50.5	0.75/1	Meets
	Minority Students	105	52.0	0.75/1	Meets
	Multilingual Learners	55	48.0	0.50/1	Approaching
	Students with Disabilities	76	57.0	0.75/1	Meets
CMAS - Math	All Students	502	59.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	96	58.0	0.75/1	Meets
	Minority Students	111	58.0	0.75/1	Meets
	Multilingual Learners	60	53.0	0.75/1	Meets
	Students with Disabilities	78	59.5	0.75/1	Meets
English Language Proficiency	English Language Proficiency	26	78.0	2.00/2	Exceeds
	On Track to EL Proficiency	26	50.0%	2.00/2	Exceeds
TOTAL	*	*		21.75/28	Meets

2025/2026 SSSD Professional Development

Anchored in Excellence. Driven by Growth.

Elementary/ Middle School PD focus at the District Level

SSSD staff will engage in professional development anchored in academic and socio-emotional excellence for all students with a focus on the following core areas:

High Impact Instruction

Culturally Responsive Learning

- Model Classrooms 9/23 training
- 10/20 training Modified Ed Camp Opportunity
- Model Classrooms as a training tool 26/27

Multilingual Learners

- 8/13 choice training - ELlevation
- 10/20 2 Sessions of Ed Camp

Professional Learning Communities

STRIVE (Elementary)

- PDSAs identify gaps, grouping and adjustments
- Addition of writing emphasis

Elementary & Middle School

- Anne data dives based on CMAS data

All Schools

- CDLE Visit

1. **High Impact Instruction**

Instruction that has the highest impact on student learning. Examples include:

- o Strategies aligned to evidence based research.
- o Restorative Practices
- o Dr Cash's message: Critical thinking skills and classroom engagement for every student.
- o Culturally Responsive Learning - Model Classrooms
- o Focus on supporting Multilingual Learners

2. **Professional Learning Communities**

Teachers collaborate to refine and improve instruction through 4 guiding questions:

- o Where do we want students to grow and what do we want students to learn?
- o How will we know if students are growing and what students have learned?
- o How will we teach it? What practices support student growth and learning?
- o What will we do when students DO learn it or reach proficiency before expectations? What will we do if the students are not learning?

3. **Curricular Resource Adoption**

Staff going through the curricular resource adoption process will:

- o Be trained using Guaranteed and Viable Curriculum (or) pilot a curricular resource of high quality which positively impacts student learning.
- o Training - Company based training
- o Practice and Support - Utilize new resources to continuously improve practices & access district and school staff to review work
- o Reflect - What is staff learning? What are the results of student learning? What needs to be improved?

Elem District PD

Maintaining Excellence and Growing

1. High Impact Instruction


Instruction that has the highest impact on student learning. Examples include:

- o Strategies aligned to evidence based research.

Elementary Math

- Ready Math walkthroughs and PD
- @SGS, SPE, & SCE

	2025 District Performance Level %Met or Exceeded	2024 District Performance Level %Met or Exceeded
<i>Math - District</i>	55.80%	54.50%
<i>Math - State</i>	35.90%	34.20%

	Math (State = 50)	
	2025 SSSD	2024 SSSD
<i>4th Grade</i>	61	67
<i>5th Grade</i>	66	69

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	76.5%	23.0/30	Meets	71.9%	Accredited
	Academic Growth	65.2%	26.1/40	Meets		
	Postsecondary & Workforce Readiness	76.0%	22.8/30	Meets		

High Schools

Good things to notice:

- Points by Level - 66.1% 2024 and 71.9% 2025
- Academic Achievement - Reading & Math exceeds & Science meets.
- EBRW - Meets expectations in Growth - approaching in 2024
- EBRW - Students with Disabilities meets
- Math - Median Growth Percentile higher than 2024 (43.0 - 2024)
- English Language Proficiency is exceeds for English Language Proficiency and on Track to EL Proficiency

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	426	94.0%	507.9	86	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	86	91.8%	454.1	46	0.50/1	Approaching
	Minority Students	85	95.8%	430.8	26	0.50/1	Approaching
	Multilingual Learners	35	93.3%	370.3	1	0.25/1	Does Not Meet
	Students with Disabilities	50	77.3%	414.2	14	0.25/1	Does Not Meet
CO PSAT - Math	All Students	433	94.0%	484.2	87	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	88	91.8%	429.4	49	0.50/1	Approaching
	Minority Students	91	95.8%	410.5	33	0.50/1	Approaching
	Multilingual Learners	42	93.3%	355.6	1	0.25/1	Does Not Meet
	Students with Disabilities	50	77.3%	386.9	14	0.25/1	Does Not Meet
CMAS - Science	All Students	76	33.9%	744.3	80	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	22	44.0%	720.4	12	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	25.25/33	Meets

Opportunities to Grow:

- EBRW & Math - Multilingual Learners are does not meet in Achievement and approaching in Growth
- Math - Students with Disabilities does not meet in Achievement and approaching in Math, though MGP up 5 (41 MGP in 2024)
- All students Approaching in Math

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	388	52.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	82	44.5	0.50/1	Approaching
	Minority Students	80	38.5	0.50/1	Approaching
	Multilingual Learners	26	41.0	0.50/1	Approaching
	Students with Disabilities	39	54.0	0.75/1	Meets
CO PSAT/SAT - Math	All Students	583	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	118	45.0	0.50/1	Approaching
	Minority Students	118	46.0	0.50/1	Approaching
	Multilingual Learners	46	38.5	0.50/1	Approaching
	Students with Disabilities	59	47.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	27	69.0	2.00/2	Exceeds
	On Track to EL Proficiency	28	39.3%	2.00/2	Exceeds
TOTAL		*	*	18.25/28	Meets

2025/2026 SSSD Professional Development

Anchored in Excellence. Driven by Growth.

High School PD focus at the District Level

SSSD staff will engage in professional development anchored in academic and socio-emotional excellence for all students with a focus on the following core areas:

High Impact Instruction

Carnegie Math training

- Company based training for secondary staff

Culturally Responsive Learning

- Model Classrooms 9/23 training
- 10/20 training Modified Ed Camp Opportunity
- Model Classrooms as a training tool 26/27

Multilingual Learners

- 8/13 choice training - ELLevation
- 10/20 2 Sessions of Ed Camp
- High School Sessions

Professional Learning Communities

Essential Skills Focus YVHS and SSSHS

- PLCs focus on Essential Skills

Data Dives & PLC Work

- PSAT/ SAT
- NWEA - BOY, MOY & EOY w/ Data Dives - Whole school and special populations

All Schools - CDLE Visit

1. **High Impact Instruction**

Instruction that has the highest impact on student learning. Examples include:

- o Strategies aligned to evidence based research.
- o Restorative Practices
- o Dr Cash's message: Critical thinking skills and classroom engagement for every student.
- o Culturally Responsive Learning - Model Classrooms
- o Focus on supporting Multilingual Learners

2. **Professional Learning Communities**

Teachers collaborate to refine and improve instruction through 4 guiding questions:

- o Where do we want students to grow and what do we want students to learn?
- o How will we know if students are growing and what students have learned?
- o How will we teach it? What practices support student growth and learning?
- o What will we do when students DO learn it or reach proficiency before expectations? What will we do if the students are not learning?

3. **Curricular Resource Adoption**

Staff going through the curricular resource adoption process will:

- o Be trained using Guaranteed and Viable Curriculum (or) pilot a curricular resource of high quality which positively impacts student learning.
- o Training - Company based training
- o Practice and Support - Utilize new resources to continuously improve practices & access district and school staff to review work
- o Reflect - What is staff learning? What are the results of student learning? What needs to be improved?

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	76.5%	23.0/30	Meets	71.9%	Accredited
	Academic Growth	65.2%	26.1/40	Meets		
	Postsecondary & Workforce Readiness	76.0%	22.8/30	Meets		

How Scores are Weighted for High Schools and Districts



POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Reading & Writing	All Students	209	*	546.9	94.7%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	46	*	497.2	96.0%	0.75/1	Meets
	Minority Students	45	*	476.0	94.2%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	21	*	473.8	87.5%	0.50/1	Approaching
CO SAT - Math	All Students	212	*	522.5	94.7%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	47	*	478.7	96.0%	0.75/1	Meets
	Minority Students	48	*	446.5	94.2%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	21	*	429.0	87.5%	0.50/1	Approaching
Dropout Rate	All Students	1,420	*	0.9%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	272	*	2.2%	*	1.00/2	Approaching
	Minority Students	304	*	3.0%	*	1.00/2	Approaching
	Multilingual Learners	95	*	7.4%	*	0.50/2	Does Not Meet
	Students with Disabilities	217	*	2.3%	*	1.00/2	Approaching
Matriculation Rate	All Students	198	*	76.3%	*	4.00/4	Exceeds
	2 Year	*	*	3.0%	*	0.00/0	-
	4 Year	*	*	70.2%	*	0.00/0	-
	CTE	*	*	2.0%	*	0.00/0	-
	Military	*	*	1.0%	*	0.00/0	-
	Postsecondary Program	*	*	1.0%	*	0.00/0	-
Graduation Rate	All Students	210	5yr	96.2%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	41	5yr	90.2%	*	1.50/2	Meets
	Minority Students	41	7yr	95.1%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	27	7yr	100.0%	*	2.00/2	Exceeds
TOTAL		*	*	*	*	36.50/48	Meets

Good things to notice:

1. Exceeds - Matriculation Rate, Graduation Rate, Grad Rate - Minority Students and Students with Disabilities
2. EBRW & Math - Students with Disabilities approaching (2024 did not meet)
3. EBRW & Math - All Students had a rise in Mean Scale Score (2024 - 528.6 ELA & 505.5 Math)
4. Matriculation Rate - Significant rise vs. 2024 (2024 - 61.4%)

Opportunity to Grow

1. Dropout Rate for sub populations are approaching or does not meet

To be addressed by Anne

Special Population Data (GT & IEP)

Professional Learning Communities

Teachers collaborate to refine and improve instruction through 4 guiding questions:

- Where do we want students to grow and what do we want students to learn?
- How will we know if students are growing and what students have learned?
- How will we teach it? What practices support student growth and learning?
- What will we do when students DO learn it or reach proficiency before expectations?
What will we do if the students are not learning?

Closing the Achievement Gap (Special Education Staff)

- Alignment of District Special Education staff on achievement opportunities
- 2025/2026
 - Goal set based on disaggregated data at the student level to guide Tier 2 and Tier 3 interventions
 - Site specific mini targets
 - Progress monitoring using formative data
 - Aligned to standards
 - District progress monitoring as a whole team
 - EOY - Check progress and conclusions

GEMS evaluation

Achievement Data

CMAS ELA		
	2025	2024
GT	100%	97.1%
IEP	29.5%	26.6%

CMAS Math		
	2025	2024
GT	97.8%	91.4%
IEP	20.6%	16.7%

1. High Impact Instruction

Instruction that has the highest impact on student learning. Examples include:

- Strategies aligned to evidence based research.

Critical Thinking and Problem Solving

- Sessions at each PD Day
 - Dr Cash 8/13 (Full Day), 10/20 (Camp Option), & 2/6 Session
 - 10/20 Gifted Educators and Instructional Coaches running Sessions

Instructional Coaching Cycles

Growth Data

PSAT 9 MATH

	2025	2024
GT	45 State = 60	38 State = 57
IEP	38 State = 33	39 State = 35

PSAT 10 MATH

	2025	2024
GT	60 State = 58	42 State = 57
IEP	50 State = 41	47 State = 37

SAT MATH

	2025	2024
GT	37 State = 54	42 State = 55
IEP	60 State = 38	36 State = 28

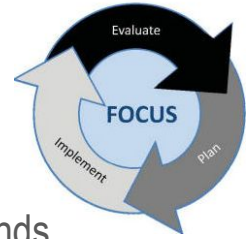
PSAT 10 ELA

GT	58 State = 50	54 State = 60
IEP	49 State = 42	48 State = 36

SAT ELA

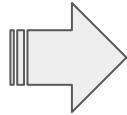
GT	56 State = 59	54 State = 37
IEP	59 State = 39	36 State = 37

UIP Light: Strategic Strength Based Focus



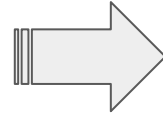
SPF Takeaways

- Strong achievement in ELA and Math
- Science/STEM/CTE proficiency
- Preparing students for Post-Secondary Life



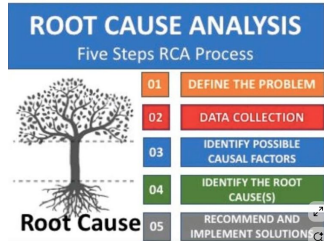
Root causes

- Strong Tier 1/Universal instruction
- Positive long term impact of consistent program focus and curriculum adoption with high fidelity of implementation
- Core strength in science across grade levels due to integration of science standards with STEM curriculum
- Investment in robust support systems and career-connected learning

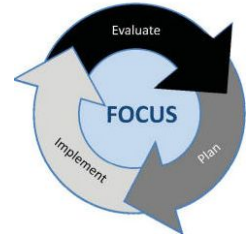


25-26 Themes/Trends

- Elevate Instructional Coherence:
- ★ PLC emphasis on Essential skills and learning targets
 - ★ PLC focus on data driven & targeted instruction
 - ★ CLR protocols for student engagement and Tier 2 & 3 vocabulary instruction.
 - ★ Build upon Postsecondary and Workforce Readiness indicators

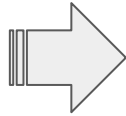


UIP Light: Strategic Opportunities for Growth



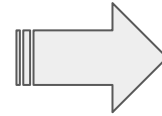
SPF Takeaways

- Chronic underperformance of specific special populations: ML Learners, Students with Disabilities
- Drop out rate for sub-populations at approaching or does not meet



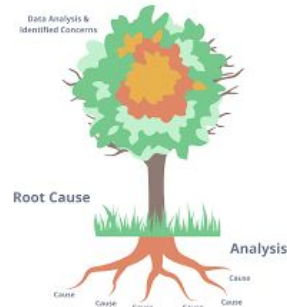
Root causes

- Inconsistency in PLCs in using data (common formative assessments, etc) to drive instruction and tier 2 and 3 interventions
- Chronic absenteeism



25-26 Themes/Trends

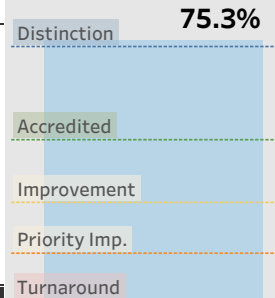
- ★ PLC focus on identifying and using Essential learning targets to drive Tier 1 instruction and Tier 2 and 3 interventions
- ★ Integrate CLR and ML specific strategies directly into Tier 1 instruction to improve accessibility and differentiation for vulnerable populations
- ★ Focus on attendance and data Informed Instruction
- ★ Provide connection and sense of belonging for each student



Questions???

2770: Steamboat Springs RE-2

Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on SINGLE-YEAR DPF Report
Accredited with Distinction
75.3/100
 Points Earned


The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	78.8%	23.6/30	Meets
Academic Growth	72.3%	28.9/40	Meets
Postsecondary & Workforce Readiness	76.0%	22.8/30	Meets

Assurances

	Rating
Participation	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation		Accountability Participation		Rating
			Rate	Parent Excusals	Rate		
English Language Arts	1,799	1,695	94.2%	87	99.4%	Meets 95% Participation	
Math	1,801	1,709	94.9%	79	99.2%	Meets 95% Participation	

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Total Participation
---	--------------------------------------

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction:
 74.0% - 100%

Accredited:
 56.0% - 73.9%

Accredited with Improvement Plan:
 44.0% - 55.9%

Accredited with Priority Improvement Plan:
 34.0% - 43.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	72.2%	28.9/40	Meets	73.4%	Accredited
	Academic Growth	74.1%	44.5/60	Meets		
Middle	Academic Achievement	87.9%	35.2/40	Exceeds	81.8%	Distinction
	Academic Growth	77.7%	46.6/60	Meets		
High	Academic Achievement	76.5%	23.0/30	Meets	71.9%	Accredited
	Academic Growth	65.2%	26.1/40	Meets		
	Postsecondary & Workforce Readiness	76.0%	22.8/30	Meets		

(-) No Reportable Data

*State accountability policy requires 95% student participation in state assessments. Students excused from testing by a parent or guardian do not impact the Accountability Participation Rate that determines whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Does Not Meet 95% Total Participation" descriptor that is informational and does not impact framework calculations. The descriptor does not impact framework calculations. First-year in the U.S. Multilingual Learners eligible to take the ELP assessment count as participants for ELA.

2770: Steamboat Springs RE-2

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	494	95.8%	753.8	82	6.00/8	Meets
	Previously Identified for READ Plan	87	93.5%	712.6	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	93	95.9%	733.7	36	0.50/1	Approaching
	Minority Students	114	95.8%	731.2	31	0.50/1	Approaching
	Multilingual Learners	67	95.7%	720.7	11	0.25/1	Does Not Meet
	Students with Disabilities	77	87.6%	715.9	6	0.25/1	Does Not Meet
CMAS - Math	All Students	497	96.0%	750.8	83	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	93	94.9%	732.6	45	0.50/1	Approaching
	Minority Students	116	97.5%	729.2	36	0.50/1	Approaching
	Multilingual Learners	68	97.1%	722.5	22	0.50/1	Approaching
	Students with Disabilities	78	88.8%	727.1	32	0.50/1	Approaching
CMAS - Science	All Students	168	96.0%	758.9	92	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	28	96.6%	740.8	59	0.75/1	Meets
	Minority Students	38	92.7%	738.6	55	0.75/1	Meets
	Multilingual Learners	22	91.7%	735.4	47	0.50/1	Approaching
	Students with Disabilities	26	86.7%	729.4	36	0.50/1	Approaching
TOTAL		*	*	*	*	26.00/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	286	63.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	47	58.0	0.75/1	Meets
	Minority Students	60	57.5	0.75/1	Meets
	Multilingual Learners	30	49.5	0.50/1	Approaching
	Students with Disabilities	32	55.0	0.75/1	Meets
CMAS - Math	All Students	296	63.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	49	43.0	0.50/1	Approaching
	Minority Students	69	54.0	0.75/1	Meets
	Multilingual Learners	38	64.0	0.75/1	Meets
	Students with Disabilities	35	74.0	1.00/1	Exceeds
English Language Proficiency	English Language Proficiency	83	64.0	1.50/2	Meets
	On Track to EL Proficiency	85	68.2%	1.50/2	Meets
TOTAL		*	*	20.75/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2770: Steamboat Springs RE-2

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	535	92.8%	768.4	96	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	99	91.9%	749.3	72	0.75/1	Meets
	Minority Students	119	92.4%	748.0	70	0.75/1	Meets
	Multilingual Learners	65	86.7%	728.0	22	0.50/1	Approaching
	Students with Disabilities	87	81.5%	732.4	31	0.50/1	Approaching
CMAS - Math	All Students	545	94.7%	753.1	92	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	104	97.3%	734.2	58	0.75/1	Meets
	Minority Students	125	97.7%	730.5	47	0.50/1	Approaching
	Multilingual Learners	71	96.0%	715.3	13	0.25/1	Does Not Meet
	Students with Disabilities	90	84.3%	722.9	29	0.50/1	Approaching
CMAS - Science	All Students	166	90.0%	756.5	95	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	35	97.4%	741.1	69	0.75/1	Meets
	Minority Students	42	97.8%	742.2	70	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	29	76.9%	741.4	69	0.75/1	Meets
TOTAL		*	*	*	*	30.75/35	Exceeds

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	493	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	96	50.5	0.75/1	Meets
	Minority Students	105	52.0	0.75/1	Meets
	Multilingual Learners	55	48.0	0.50/1	Approaching
	Students with Disabilities	76	57.0	0.75/1	Meets
CMAS - Math	All Students	502	59.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	96	58.0	0.75/1	Meets
	Minority Students	111	58.0	0.75/1	Meets
	Multilingual Learners	60	53.0	0.75/1	Meets
	Students with Disabilities	78	59.5	0.75/1	Meets
English Language Proficiency	English Language Proficiency	26	78.0	2.00/2	Exceeds
	On Track to EL Proficiency	26	50.0%	2.00/2	Exceeds
TOTAL		*	*	21.75/28	Meets

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2770: Steamboat Springs RE-2

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	426	94.0%	507.9	86	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	86	91.8%	454.1	46	0.50/1	Approaching
	Minority Students	85	95.8%	430.8	26	0.50/1	Approaching
	Multilingual Learners	35	93.3%	370.3	1	0.25/1	Does Not Meet
	Students with Disabilities	50	77.3%	414.2	14	0.25/1	Does Not Meet
CO PSAT - Math	All Students	433	94.0%	484.2	87	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	88	91.8%	429.4	49	0.50/1	Approaching
	Minority Students	91	95.8%	410.5	33	0.50/1	Approaching
	Multilingual Learners	42	93.3%	355.6	1	0.25/1	Does Not Meet
	Students with Disabilities	50	77.3%	386.9	14	0.25/1	Does Not Meet
CMAS - Science	All Students	76	33.9%	744.3	80	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	22	44.0%	720.4	12	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	25.25/33	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	388	52.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	82	44.5	0.50/1	Approaching
	Minority Students	80	38.5	0.50/1	Approaching
	Multilingual Learners	26	41.0	0.50/1	Approaching
	Students with Disabilities	39	54.0	0.75/1	Meets
CO PSAT/SAT - Math	All Students	583	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	118	45.0	0.50/1	Approaching
	Minority Students	118	46.0	0.50/1	Approaching
	Multilingual Learners	46	38.5	0.50/1	Approaching
	Students with Disabilities	59	47.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	27	69.0	2.00/2	Exceeds
	On Track to EL Proficiency	28	39.3%	2.00/2	Exceeds
TOTAL		*	*	18.25/28	Meets

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. .

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2770: Steamboat Springs RE-2

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	209	*	546.9	94.7%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	46	*	497.2	96.0%	0.75/1	Meets
	Minority Students	45	*	476.0	94.2%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	21	*	473.8	87.5%	0.50/1	Approaching
CO SAT - Math	All Students	212	*	522.5	94.7%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	47	*	478.7	96.0%	0.75/1	Meets
	Minority Students	48	*	446.5	94.2%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	21	*	429.0	87.5%	0.50/1	Approaching
Dropout Rate	All Students	1,420	*	0.9%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	272	*	2.2%	*	1.00/2	Approaching
	Minority Students	304	*	3.0%	*	1.00/2	Approaching
	Multilingual Learners	95	*	7.4%	*	0.50/2	Does Not Meet
	Students with Disabilities	217	*	2.3%	*	1.00/2	Approaching
Matriculation Rate	All Students	198	*	76.3%	*	4.00/4	Exceeds
	2 Year	*	*	3.0%	*	0.00/0	-
	4 Year	*	*	70.2%	*	0.00/0	-
	CTE	*	*	2.0%	*	0.00/0	-
	Military	*	*	1.0%	*	0.00/0	-
	Postsecondary Program	*	*	1.0%	*	0.00/0	-
Graduation Rate	All Students	210	5yr	96.2%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	41	5yr	90.2%	*	1.50/2	Meets
	Minority Students	41	7yr	95.1%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	27	7yr	100.0%	*	2.00/2	Exceeds
TOTAL		*	*	*	*	36.50/48	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	90.0%	96.2%	94.7%	93.3%	5yr
Free/Reduced-Price Lunch Eligible	60.6%	90.2%	88.9%	81.6%	5yr
Minority Students	80.0%	90.2%	86.7%	95.1%	7yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	79.4%	83.3%	89.7%	100.0%	7yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023-2025 results. Cut-scores for the multi-year reports were re-normed based on 2025 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2024 End of Year (EOY) data submission. Multi-year reports include 2022 through 2024 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2024 graduation cohort. Multi-year reports include 2022 through 2024 records.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2021 and 2024.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2025 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:		All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile	Exceeds	8	1.00	2.0	
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0	
	• below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)			1 bonus point		
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	• at or above 65	Exceeds	8	1.00	2.0	
	• at or above 50 but below 65	Meets	6	0.75	1.5	
	• at or above 35 but below 50	Approaching	4	0.50	1.0	
	• below 35	Does Not Meet	2	0.25	0.5	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group		
		1-Year	3-Year			
	• at or above	553.1	553.6	4	1.00	
	• below previous cut but at or above	494.6	496.4	3	0.75	
	• below previous cut but at or above	448.1	455.8	2	0.50	
	• below	448.1	455.8	1	0.25	
	Mean CO SAT Math scale score was**:	1-Year	3-Year	All Students	Each Disaggregated Group	
	• at or above	527.0	523.3	4	1.00	
	• below previous cut but at or above	465.8	466.0	3	0.75	
	• below previous cut but at or above	423.3	426.4	2	0.50	
	• below	423.3	426.4	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			All Students	Each Disaggregated Group	
	• at or below 0.5%	Exceeds	8	2.0		
	• at or below 2.0% but above 0.5%	Meets	6	1.5		
	• at or below 5.0% but above 2.0%	Approaching	4	1.0		
	• above 5.0%	Does Not Meet	2	0.5		
	Matriculation Rate (of all schools in 2018):			All Students		
	• at or above the 75.8%	Exceeds	4			
	• at or above 61.1% but below 75.8%	Meets	3			
	• at or above 46.8% but below 61.1%	Approaching	2			
	• below 46.8%	Does Not Meet	1			
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students	Each Disaggregated Group	
	• at or above 95.0%	Exceeds	8	2.0		
• at or above 85.0% but below 95.0%	Meets	6	1.5			
• at or above 75.0% but below 85.0%	Approaching	4	1.0			
• below 75.0%	Does Not Meet	2	0.5			

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	Rating
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.