



LEADERSHIP PROFILE REPORT

CENTER CONSOLIDATED SCHOOL DISTRICT 26JT
March 24, 2026

SELECTION PROCESS

The Center Consolidated School District has retained the services of Hazard, Young, Attea & Associates (HYA) to assist the Board with the hiring of the next superintendent. The consultants will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Mike Richie, HYA Vice President, Brian Ewert, HYA Associate, or David Baugh, HYA Associate:

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PURPOSE

This report presents the findings of the Leadership Profile Assessment conducted by HYA during the months of February and March 2026 for the new superintendent of the Center Consolidated School District. The data contained herein was obtained from the input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders.

HYA and the Board intend to meet the challenge of finding an individual who possesses the skills and character traits required to meet the district's needs. The search team will focus its recruitment on candidates who possess leadership qualities congruent with the profile.

The search team would like to thank the Center Consolidated School District for the opportunity to find your next leader who fits the criteria of your stakeholders. HYA would like to thank all of the participants who attended focus group meetings or completed the online survey, and the District staff who helped coordinate the schedules, invitations, dates, and arrangements which supported the data collection for this report.

Respectfully submitted,
Brian Ewert, HYA Associate
Dr. David Baugh, HYA Associate
Dr. Mike Richie, HYA Vice President

DESCRIPTION OF THE DISTRICT

Center Consolidated School District (CCSD) is anchored in Center, Colorado—a small, deeply community-oriented town of roughly 2,000–2,300 residents in the heart of the San Luis Valley. Surrounded by dramatic mountain ranges and expansive open skies, the area offers a distinctly rural, outdoor lifestyle, with hiking, camping, and public lands close at hand—including Great Sand Dunes National Park (about 37 miles away), Rio Grande National Forest, the La Garita Wilderness, and the Big Spring Creek Natural Landmark.

Center is widely viewed as an agricultural hub for the Valley, with daily life shaped by farming and ranching and a strong “farm-to-table” culture. That agricultural foundation contributes to a quieter pace of life and a close-knit, relationship-driven community—qualities that carry directly into the schools. CCSD serves just over 600 students in grades PK–12, with relatively steady enrollment, and provides a small-school environment where families, staff, and community members tend to know one another and take shared pride in supporting students. As one of three districts in Saguache County, CCSD reflects the Valley’s traditions of resilience, neighborliness, and strong local connection.

District Vision Statement:

The Center Schools Community seeks to develop hard-working learners who are contributors, problem solvers, effective communicators, future-ready, and empowered with the skills necessary to meet and handle the challenges they will face in today’s world.

Core Beliefs:

- Our purpose is to increase academic achievement for ALL students.
- With our support, ALL children can achieve at high levels and be successful in life.
- Quality planning, instruction, and assessment lead to high achievement for ALL students.
- Everyone must be committed to excellence in ALL they do every day.

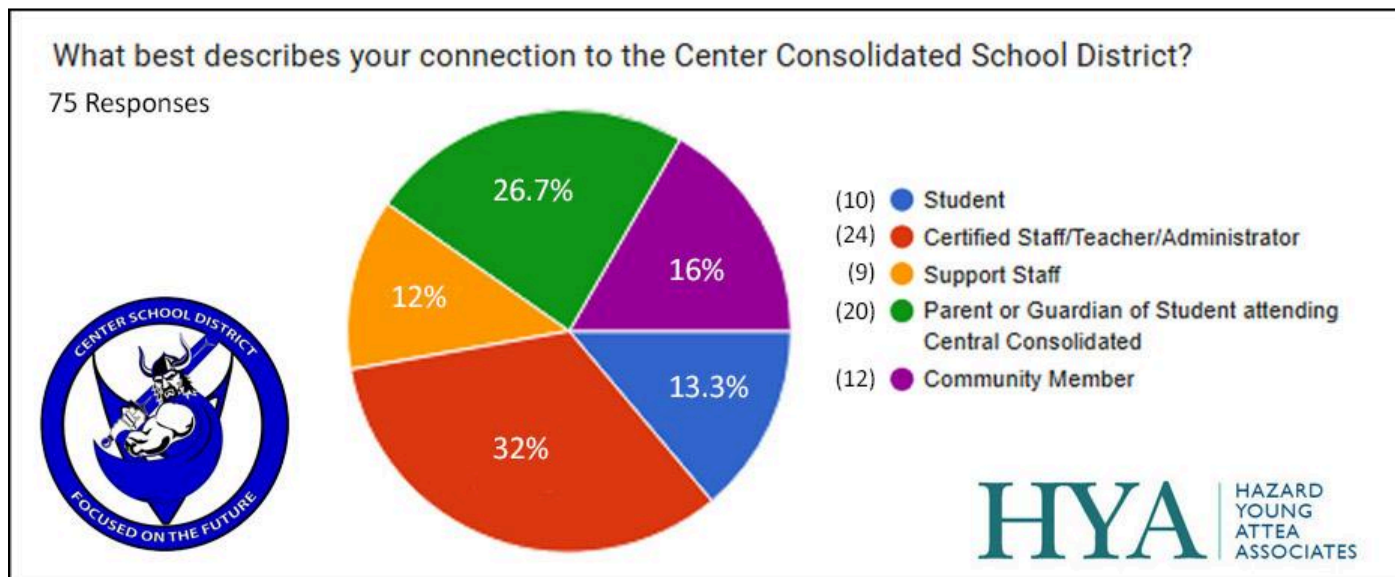
District Highlights and Points of Pride:

- **Future-ready graduate focus:** Clear PK–12 pathway for Real World Learning, with a district goal that every graduate earns at least one “Market Value Asset” (credential, work-based learning experience, or comparable readiness milestone).
- **Student-centered mission and culture:** Strong commitment to educating the whole child—academic growth, character, teamwork, and belonging—grounded in a “together we achieve” community mindset.
- **Equity and access as a district priority:** Deliberate work to identify and eliminate systemic barriers so every student has equitable access to rigorous learning, supports, and opportunity.
- **Measurable instructional improvement:** Strategic goals tied to specific academic outcomes, continuous improvement practices, and data-informed decision-making.
- **Supportive approach to student behavior:** Commitment to strengthening restorative and proactive practices and reducing exclusionary discipline through staff training and consistent implementation.
- **Community-connected, relationship-based schools:** Small-district advantage—personalized learning, strong school-family relationships, and high visibility of district leadership across the community.
- **Focus on recruiting and retaining strong staff:** Emphasis on building and sustaining a high-quality, diverse workforce through support, professional growth, and retention strategies.
- **Responsible stewardship of resources:** Commitment to sound fiscal management, long-range planning, and maintaining healthy reserves to sustain programs and stability.

District Website for more information: [Center Consolidated School District](#)
 History of Center School District: [History of Center Consolidated School District](#)
 Strategic Plan: [District Ownership Plan: Center Consolidated School District 26JT](#)
 Colorado Performance Framework: [Center School District 2025 Colorado Performance Framework](#)

COMMUNITY ENGAGEMENT

From February 24 through March 16, 2026, an online survey was conducted for all stakeholders. The Center Consolidated School District received 75 responses; 72 in English, and three in Spanish.



To shape the search for a new superintendent, the HYA Associates gathered valuable insights through surveys, interviews, and focus group discussions. These efforts aimed to identify the key qualities desired in the next leader while also highlighting the District's strengths and challenges ahead. Common themes voiced by multiple groups were used to build a well-rounded leadership profile, ensuring the selected candidate aligns with the district's needs and vision. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

The HYA Associates conducted individual interviews with all five current Center School Board members, the current superintendent, the secretary to the Board, a former superintendent, a former district administrator, and a former Board President, along with eleven (11) focus groups within the Center Consolidated District and community ensuring that a broad range of perspectives are considered in the superintendent search.

The following questions were asked during each interview and focus group:

1. What are the strengths of the Center Consolidated School District that the next superintendent can build upon?
2. What are the challenges facing the Center Consolidated School District that the next superintendent should be aware of, or that you would like to see addressed?
3. What characteristics or traits are you looking for in your new superintendent?
4. Is there anything else you would like to share with us or that we should know about the Center Consolidated School District?

Through the information gathered, common themes were generated by the respondents. In this report, we will highlight what those themes were as identified by the following groups:

- School Board and Key Individual Interviews
- Community/Parents/Businesses
- Administrators, Teachers, and Staff
- Students

PROCESS

The structure of the individual meetings and focus groups was open, allowing participants to build upon each other’s comments. All of those involved in providing input were asked to respond to the questions above.

PARTICIPATION

Responses were gathered from individual interviews and focus groups. The HYA consultants conducted seven individual interviews and hosted eleven (11) focus groups.

Center Consolidated School District Interviews and Focus Groups
Board of Education Directors (5)
Former Board of Education Director (1)
Current Superintendent (1)
Former Superintendent (1)
Former District Administrator (1)
Secretary to the Board of Education (1)
Staff (26) & Administrators (4)
Parents and Community Members (5)
Students (14)

PROFILE DEVELOPMENT & QUALITATIVE DATA

Perceived Strengths • Perceived Challenges • Desired Characteristics

Strengths of the Center Consolidated School District as identified by THE BOARD OF EDUCATION, PAST BOARD MEMBER, CURRENT SUPERINTENDENT, PAST SUPERINTENDENT, PAST DISTRICT ADMINISTRATOR & SECRETARY TO THE BOARD

(Based on interviews and personal statements)

- 1. Clear “multiple pathways” mission for graduates (college, career, military, trades)**
 - Prepares students for a range of postsecondary options—not just four-year college.
 - Strong pride in alumni success across sectors, including skilled careers and military service.
 - Values graduates who thrive in the workforce even without pursuing higher education.
- 2. Improving academic quality and accreditation trajectory**
 - Accreditation ratings have improved in recent years, reflecting stronger systems and performance.
 - District-wide emphasis on meeting standards across K–12.
 - Strong improvement planning already in motion (Ownership Plan year 4 of 5), with clear priorities and structures.
- 3. Technology access and integration as an equity strategy**
 - Early adopter of 1:1 technology (computers/iPads), ahead of some larger neighboring districts.
 - Belief that *all* students deserve tech-based problem-solving skills.
 - Uses technology to support both advanced learners and students who are at risk.
- 4. Small-district advantages with strong student supports**
 - Smaller class sizes enable more individualized attention and stronger relationships.
 - Students are consistently described as “amazing kids” who respond well to the right supports.
 - Robust support staffing and structures (RTI/MTSS, counseling, nursing) reduce the risk of students falling through the cracks academically, socially, and emotionally.
- 5. Strong people: high-quality staff, positive culture, and in-house capacity**
 - Strong teaching staff and administrators built through years of intentional hiring and placement.
 - Fully staffed—seen as a major strength for a rural district.
 - Collaborative staff culture with strong in-house professional development led by teachers and principals.
 - Guaranteed/viable curriculum articulated K–12, with student data used for progress monitoring.
- 6. Stable, well-regarded leadership and continuity of direction**
 - High regard for the current superintendent and pride in respected past leaders.
 - Sense across stakeholders that “everything is moving up” and the district has momentum.

- Culture of honoring what's working and building on progress rather than constant resets.
- 7. Deep community connection and investment in kids**
- Tight-knit, multi-generational community identity with strong cultural pride and family ties.
 - School activities often function as community events—the school is a central hub.
 - Businesses and community members show up when families are in need; shared responsibility for youth.
 - District credibility and trust are described as strong and improving over time.
- 8. Cultural/linguistic assets and growing family engagement**
- The large Hispanic community is a strength, with pride in bilingual outcomes (many students graduate bilingual).
 - Improving engagement with Spanish-speaking families through intentional outreach and groups like PICS.
- 9. Constructive labor and talent systems that support retention**
- Strong partnership with the CEA.
 - Recruitment and Retention (RNR) committee that effectively attracts quality teachers.
 - Competitive pay and benefits in the valley, especially supportive for early-career educators.
- 10. Sound financial stewardship enabling real investments**
- Stronger reserves and improved fiscal management
 - Stable financial program that supports strategic facility and program improvements.
- 11. Facilities and program growth supporting student opportunity and community use**
- Significant facility upgrades already completed (football/track/gym improvements).
 - One modern K–12 facility with a layout conducive to visibility, walkthroughs, and instructional support.
 - New construction/additions positioned as a community asset with dedicated CTE space (e.g., CNA/nursing, ag, expanded vocational pathways).
 - Expanded space for governance and community use (planned board room; gym capacity aligned to heavy community use).
- 12. Extracurriculars and extended learning opportunities**
- Athletics, clubs, and after-school programs that build belonging and opportunity.
 - Dual credit/college offerings, CNA credential pathway, and a history of tutoring supports.
 - Youth programming capacity evolving toward a locally controlled model that strengthens community partnership and sustainability.

**Challenges of the Center Consolidated School District as identified by
THE BOARD OF EDUCATION, PAST BOARD MEMBER, CURRENT SUPERINTENDENT,
PAST SUPERINTENDENT, PAST DISTRICT ADMINISTRATOR
& SECRETARY TO THE BOARD**

(Based on interviews and personal statements)

- 1. Sustain academic standards and accreditation momentum (K–12)**
 - Maintain and strengthen accreditation across all grade levels.
 - Keep accountability, instructional consistency, and academic expectations at the center of the work.
 - Close the gap between strong growth and lagging overall achievement (noted concerns about PSAT/SAT performance and continued Priority Improvement status).
- 2. Address poverty and complex student needs with sufficient supports**
 - Significant socioeconomic challenges and difficult home circumstances affect learning readiness and stability.
 - High at-risk population (roughly 88–89%) increases the need for layered academic, mental health, and basic-needs supports.
 - Ongoing need for scholarships and wrap-around supports so students can fully access learning and opportunities.
- 3. Strengthen multilingual family engagement and equitable access**
 - Large Spanish-speaking community; many parents are Spanish-only or uncomfortable speaking English.
 - Need for consistently available interpreters at meetings and school events—reliable, not “as available.”
 - Desire to renew/expand ESL classes for parents to increase comfort, confidence, and participation.
 - Parents may be reluctant to speak publicly at board meetings due to fear of visibility or discomfort—calls for engagement strategies beyond public forums.
 - Family engagement must reflect work realities (agriculture schedules, long hours, job insecurity), requiring flexible meeting times and outreach approaches.
- 4. Enrollment volatility and competition with other districts**
 - Enrollment is slightly lower than desired and can fluctuate sharply year to year (example: +20 one year, -40 the next).
 - Students may leave for larger schools offering stronger or more competitive athletics and broader programming.
 - Regional perceptions and identity/comfort factors can influence enrollment decisions beyond academics alone.
- 5. Student engagement challenges: peer influences, substances, and digital distraction**
 - Rural community pressures include alcohol/drug issues that can pull students into negative peer groups.
 - Need stronger student engagement structures to counter distractions and strengthen belonging.

- Social media and phones are widely seen as instructional disruptors; desire for a balanced approach (“happy medium”), with awareness that state-level policy could change.
- 6. Funding constraints and sustainability in a small rural district**
- Small-district funding limitations collide with high-need student demographics, requiring more resources to meet state expectations and provide supports.
 - Increased financial vigilance after major capital projects—reserves are perceived to be tighter than in prior years.
 - Budget tightening creates difficult decisions about what can be sustained without reducing student services.
- 7. Grant dependency and rebuilding the grant function**
- Loss of a key grant staff member created risk to funding streams and exposed oversight gaps (blurred funding lines, mismanagement concerns).
 - Potential grant “cliffs” as some grant-funded positions/services may end, requiring sustainability planning and prioritization.
 - New superintendent must re-establish strong grant systems—either aggressively pursue grants personally or hire/restore strong capacity—while rebuilding relationships with grant programs.
- 8. Operational complexity and compliance/legal exposure**
- High volume of CORA/open-records requests creates significant operational and financial burden.
 - Legal/technical compliance exposure (e.g., executive session procedure errors) increases vulnerability to complaints and costly settlements.
 - The district operational model is complex (e.g., documentation/compliance demands; business/finance reporting requirements; multiple programs), stretching capacity in key roles.
- 9. Recruitment, retention, housing, and “fit” risk in a remote rural setting**
- Limited candidate pools and ongoing recruitment/retention pressures in a small rural labor market.
 - Housing constraints affect the ability to attract and keep staff; need to partner with town efforts (e.g., urban renewal) and advocate for educator housing solutions.
 - Remote location and limited amenities can create “fit” risk for leaders and staff—concern about short tenure if realities aren’t fully understood.
- 10. Community/political dynamics and cohesion challenges**
- Managing a vocal negative/activist element in town politics and online discourse (notably social media criticism).
 - Local politics can spill into schools, creating pressure on the superintendent/board and increasing the stakes of personnel and accountability decisions.
 - Complex community identity dynamics (longstanding racial/ethnic history; tensions across groups) require careful, culturally skilled leadership.
 - Community participation can feel limited (often the same small group shows up), requiring intentional strategies to broaden trust and engagement.
- 11. Facilities and program implementation hurdles during growth**
- Construction/facilities projects can create short-term disruptions (inspections, leaks, delays) even when long-term benefits are strong.

- The superintendent must steady the system through project “hurdles” while keeping communication transparent and maintaining momentum.

12. Clarify roles and oversight in atypical district responsibilities

- The district's unusual responsibility for parks and recreation creates operational complexity and blurred funding lines that must be corrected and/or defined.
- Increased oversight is needed to ensure clean separation of funds, clear accountability, and sustainable operations—especially after leadership turnover in that area.

Top Five Desired Characteristics of the next Center Consolidated Superintendent as identified by CURRENT SCHOOL BOARD MEMBERS, PAST SCHOOL BOARD MEMBER, CURRENT SUPERINTENDENT, PAST SUPERINTENDENT, PAST DISTRICT ADMINISTRATOR, & SECRETARY TO THE BOARD	
Student and Achievement Driven Instructional Leader	Trusted Communicator and Relationship Builder
Keeps academic success and student growth as the non-negotiable “north star,” ensuring every decision, resource, and initiative ties back to improved outcomes for all learners. Uses evidence (data, classroom practice, performance expectations) to lead continuous improvement, follows priorities through to completion, and protects instructional time and focus.	Builds credibility through consistent, proactive communication and genuine connection—earning trust across staff, parents, students, board members, and community partners. Listens deeply, communicates clearly, and brings people along rather than surprising them.
Culturally Responsive and Inclusive Community Advocate	Steady, Courageous, Fair-Minded Decision Maker
Understands the community’s history, culture, and dynamics—and leads with cultural competence so every family feels seen, welcomed, and able to participate. Creates conditions for belonging and access, especially for bilingual learners and underserved groups.	Leads with calm, balanced judgment—able to weigh multiple perspectives, anticipate challenges, and make hard calls that protect students and learning. Combines empathy with accountability, including the ability to have difficult conversations with families and staff respectfully and directly.
Operationally Fluent, Systems-Oriented Organizational Leader	
Runs the district with strong management discipline—budget, staffing, compliance, documentation, and systems—without micromanaging. Respects every role in the organization and develops capacity so the system works well even under pressure.	

Strengths of the Center Consolidated School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

- 1. Supportive and welcoming community**
 - Families generally view the district and community as open, caring, and supportive of students.
- 2. Strong culture of care for students**
 - Staff are appreciated for supporting students beyond academics, including mentoring, problem-solving, and helping with personal and family needs.
- 3. Broad student opportunities**
 - Students benefit from meaningful opportunities in academics, activities, technology, band, leadership, career pathways, and postsecondary exposure.
- 4. Reduced financial barriers for families**
 - The district helps remove cost obstacles through supports such as free lunch, technology access, activity fees, uniforms, and equipment.
- 5. Students generally enjoy school**
 - Parents and students describe the school experience positively, noting that the district offers a variety of programs, activities, and supports.
- 6. Strong peer and community support for involvement**
 - Students often encourage one another to participate, contributing to a supportive culture around programs and activities.
- 7. Cultural pride and diversity**
 - The district's celebration of Hispanic culture and broader community diversity is seen as a major point of pride and an important part of Center's identity.
- 8. Parent engagement structures already exist**
 - Families value programs and groups that help parents understand the school system, available resources, and how to support student success.
- 9. Positive relationship-building with law enforcement**
 - Families value the visible, relationship-based presence of local law enforcement and state patrol as positive role models for students.

Challenges of the Center Consolidated School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

- 1. Inconsistent instructional quality**
 - Some families and students expressed concern that not all classrooms provide strong, effective teaching and that student learning needs are not always met consistently.
- 2. Insufficient direct support for struggling students**
 - When students ask for help, they are sometimes redirected elsewhere instead of receiving timely clarification and support from the teacher or advisor.
- 3. Limited accountability for classroom performance**

- Stakeholders want stronger monitoring of instruction, more classroom observation, and greater follow-through when teaching concerns are identified.
- 4. Lost instructional time and weak pacing**
 - Concerns were raised about class time not always being used effectively, with too much off-topic conversation and not enough guided instruction or practice.
- 5. Perceived lack of responsiveness from leadership**
 - Parents and students sometimes feel that serious concerns are not addressed directly or solved clearly.
- 6. Approachability and respect from adults**
 - Some families expressed concern that certain administrators or adults may come across as dismissive, unapproachable, or insufficiently respectful.
- 7. Need for stronger family communication**
 - Families want earlier, clearer, and more proactive communication about academic progress, concerns, and available supports.
- 8. Need for earlier intervention when students struggle**
 - Parents want the district to identify academic concerns sooner and work collaboratively with families before problems become severe., e.g. retention should not be a surprise in May.
- 9. Stronger engagement with Spanish-speaking families needed**
 - Families emphasized the importance of translation, language access, and communication that ensures Spanish-speaking parents understand expectations and resources.
- 10. More encouragement needed for student participation**
 - While opportunities exist, some students need stronger adult encouragement and guidance to engage in academics, activities, and enrichment programs.
- 11. Staff visibility and relationship-building with families**
 - Families want stronger reciprocal engagement, with staff more visibly present in school and community settings.
- 12. Desire for fresh thinking and change**
 - Some stakeholders want new leadership that is willing to challenge existing routines and improve areas that are not working.

Top Seven Desired Characteristics of the next Center Consolidated District Superintendent as identified by PARENTS and COMMUNITY MEMBERS	
Student Centered	Instructional Leader
Keeps student learning, well-being, opportunity, and success at the center of all decisions.	Prioritizes strong teaching and learning, supports teacher growth, and ensures accountability for classroom quality.
Strong Communicator and Listener	Responsive Problem Solver
Communicates clearly and proactively, listens well to students, families, and staff, and ensures people feel heard.	Addresses concerns directly, identifies root causes, and follows through with practical solutions and visible action.
Approachable and Trust-Building	Collaborative Team-Builder
Leads with humility, respect, and care; builds confidence by being accessible, supportive, and people-focused.	Brings adults together around shared goals and creates strong partnerships among staff, families, and the community.
Culturally Grounded Change Leader	
Understands and respects the unique culture of Center while bringing fresh thinking, sound judgment, and a willingness to improve what is not working.	

Strengths of the Center Consolidated School District as identified by Administrators, Teachers, and Staff

(Based on interviews and personal statements)

1. **Students are the district’s greatest strength.**
 - Stakeholders repeatedly described Center students as resilient, unique, diverse, and deeply relational. Many long-serving staff said the students are the reason they stay.
2. **Strong, student-centered culture.**
 - The district is widely seen as putting students first, with decisions grounded in student well-being, learning, and long-term success.
3. **Wraparound support for the whole child.**
 - Staff consistently emphasized that support extends beyond academics to include food, clothing, health needs, crisis response, family assistance, and emotional support.
4. **Deep community-school connection.**
 - The school is viewed as the hub of the community, with strong generational ties and broad trust from families.
5. **Close-knit, relationship-based environment.**
 - Students, staff, and families know one another well, creating a strong sense of

- belonging and mutual accountability.
6. **Strong parent engagement efforts.**
 - Parent engagement staff, home visits, bilingual outreach, newsletters, Zoom opportunities, and parent nights have improved communication and family involvement.
 7. **Supportive and caring staff culture.**
 - Staff described the district as collaborative, family-like, and committed to helping one another in service of students.
 8. **High levels of trust from families.**
 - Families often rely on school staff not only as educators, but also as trusted guides, advocates, and problem-solvers.
 9. **Experienced, stable core of veteran staff.**
 - Many employees have served the district for decades, building deep knowledge of students, families, and community dynamics.
 10. **Strong current leadership.**
 - The current superintendent was praised for honesty, integrity, empathy, visibility, financial stewardship, and support for staff and students.
 11. **Open communication and solution-oriented leadership.**
 - Administrators were described as transparent, proactive, and focused on solving problems rather than dwelling on them.
 12. **Willingness to innovate.**
 - Stakeholders noted that Center has often been a leader in trying new ideas, implementing programs, and responding creatively to student needs.
 13. **Strong MTSS/problem-solving approach.**
 - Staff described effective collaboration around struggling students, with teams working together to identify causes and interventions.
 14. **Student voice is valued.**
 - Students are included in committees and leadership conversations, signaling a culture that values their perspective.
 15. **Technology is a district strength.**
 - The district was described as ahead of others in the valley in technology access and use.
 16. **Commitment to college and career readiness.**
 - Stakeholders highlighted concurrent enrollment, CTE offerings, a new building for expanded programming, and efforts to broaden students' options beyond traditional local pathways.
 17. **High-quality facilities and visible district investment.**
 - Staff and community members expressed pride in the school facilities, new track/football field, and other upgrades.
 18. **Extracurricular pride and community support.**
 - Athletics, cheer, music, wrestling, volleyball, basketball, and other activities contribute to district pride and student connection.
 19. **Support for employees and their families.**
 - Examples shared showed a culture of humanity and care, where leadership responds personally in times of hardship.

Challenges of the Center Consolidated School District as identified by Administrators, Teachers, and Staff

(Based on interviews and personal statements)

1. **Leadership transition and replacing a highly respected superintendent.**
 - Many stakeholders expressed concern that the current superintendent will be difficult to replace because of her skill, credibility, and relationships.
2. **Need to understand rural poverty and community context.**
 - New leaders must recognize the realities of poverty, immigration concerns, trauma, long work hours, and limited exposure many families and students experience.
 - Multiple participants stressed that not everyone will succeed in Center; leaders must understand the district's culture, students, and community realities before taking the role.
 - Stakeholders noted the importance of understanding the district's largely Hispanic student population, cultural history, and the realities some students face around race, identity, and trust.
3. **Trust must be earned.**
 - Students and families may be guarded initially; leaders and staff must build credibility through authenticity, consistency, and care.
4. **Budget uncertainty.**
 - Concerns were raised about declining grant funding, the end of ESSER resources, volatility in state funding, and the need for careful line-by-line budgeting.
 - The district has benefited from grant-funded positions and programs, but sustaining these when grants expire is a challenge.
5. **Staffing and recruitment.**
 - Hiring and retaining highly qualified staff remains difficult, especially in a rural location.
6. **Housing availability.**
 - Affordable housing may exist in the region, but available housing in Center is limited, making recruitment more difficult.
 - Many employees live outside Center and commute significant distances each day.
7. **Facilities and space limitations in some areas.**
 - While facilities are a strength overall, some buildings lack flexible space for interventions, tutoring, and added programming.
8. **Need for strong district-town relationships.**
 - Because some athletic facilities are on town property, the relationship between the district and the town can be both important and challenging.
9. **Discipline and Attendance consistency.**
 - Some participants expressed concern about inconsistent consequences across activities and teams, especially in extracurricular settings.
 - Bullying is being addressed, but continued attention is needed.
 - Student attendance was identified as a significant challenge, especially when family work schedules and other barriers limit regular school participation.
10. **Need for stronger bilingual and multilingual instructional support.**
 - While communication with Spanish-speaking families has improved, stakeholders

want stronger classroom support for monolingual Spanish-speaking and bilingual students across the full school day.

11. Limited opportunities that come with small size.

- Families noted that small districts cannot always offer the same breadth of extracurricular and academic enrichment as larger systems.

12. Need for accountability across all departments.

- Some stakeholders expressed a desire for clearer expectations and more consistent accountability for adults across the system.

13. Board capacity and governance concerns.

- A few participants worried about whether board members have enough educational context to navigate a major leadership transition effectively.

14. Demanding nature of the work.

- Stakeholders were candid that Center is not an easy place to work; the district requires grit, flexibility, and long hours.

Top Seven Desired Characteristics of the next Center Consolidated School District Superintendent as identified by CENTER CONSOLIDATED SCHOOL DISTRICT ADMINISTRATORS, TEACHERS, AND STAFF	
Student-Centered Leadership	Honest, Transparent Communication
Keeps students at the center of every decision and prioritizes their academic success, well-being, safety, and long-term opportunity.	Communicates clearly, truthfully, and consistently with staff, families, students, and the community, building credibility through openness and follow-through.
Empathetic, Relational, and Trust-Building	Culturally Responsive and Community Aware
Leads through authentic relationships, genuine care, and active listening. Is visible, approachable, and able to earn the confidence of students, staff, and families.	Understands and values Center’s unique rural context, diverse student population, and strong Hispanic and bilingual community, and leads with respect for the people and place being served.
Collaborative and Supportive	Courageous, Steady, and Solutions-Oriented
Works as a team builder who values staff voice, partners well with families and community members, and supports employees and programs in ways that strengthen the district.	Has the confidence and backbone to make difficult decisions, address challenges directly, remain calm under pressure, and focus on practical solutions rather than crisis-driven reactions.
Strategic and Operationally Strong	
Brings strong leadership in budgeting, policy, negotiations, and long-range planning, while also thinking big-picture about the district’s future and advocating effectively for its needs.	

Strengths of the Center Consolidated School District School District as identified by HIGH SCHOOL STUDENTS

(Based on interviews and personal statements)

1. **Tight-knit, relationship-based small-school culture**
 - Students, families, and staff know one another well; strong sense of belonging and “bond.”
 - Small class sizes support meaningful peer and adult connections.
 - Student voice: *“It’s small, so everyone knows everyone.”*
2. **Strong community–school connections and civic pride**
 - The district is viewed as a community hub with visible community engagement.
 - Accessible governance and relationship-building opportunities with the Board (e.g., meet-and-greets before board meetings).
 - Broad pride in the schools, students, and district direction.
3. **Expanded student opportunities that “feel bigger than a small district”**
 - **Concurrent enrollment / free college credit access** through partners (e.g., Trinidad and other partnerships).
 - Clear pathways for students to start college coursework while in high school.
4. **Career and Technical Education (CTE) momentum and workforce alignment**
 - Growing, student-recognized CTE programming (e.g., culinary, healthcare/CNA).
 - Strong anticipation and readiness for a **new/expanded CTE facility** coming online.
 - Real-world, hands-on learning options that connect to local workforce needs.
5. **Real-world credential and certification pathways**
 - Programs tied to tangible credentials (e.g., CNA testing pathway; culinary certification processes).
 - A practical “earn-and-learn” mindset that supports multiple postsecondary routes.
6. **College and career readiness structures and guidance**
 - Career fairs, career guidance, and advising supports.
 - Structured supports such as **senior seminar**, including visiting colleges and scholarship help.
7. **Supportive teachers and strong student–teacher relationships**
 - One-on-one relationships are a standout; teachers communicate directly and responsively.
 - Flexibility with student schedules and needs.
 - Student voice: *“Teachers communicate with you and try to work with your schedule.”*
8. **Student supports that stabilize learning and belonging**
 - Wraparound assistance for basic needs (food, school supplies, and resources).
 - Staff and programs step in quickly to support students and families.
9. **Student leadership, mentoring, and voice are growing**
 - Mentoring/leadership programs (e.g., **Stardust**—peer mentoring/big brother–big sister model), conferences, and overnight leadership trips.
 - Emerging student voice structures: **Superintendent Advisory Council** and self-advocacy/reporting options (“see something, say something,” optional anonymity).

- Students value being listened to and contributing ideas/solutions.
- 10. Meaningful activities, athletics, and arts participation**
- Athletics and activities are central to student engagement (basketball, football, volleyball, track/cross country; clubs; prom committee; leadership roles).
 - Growing arts participation, including band growth and continued efforts to build pep band involvement and performance preparation.
 - Students describe the school as a place they want to be—with multiple options beyond “staying home.”
- 11. Facilities, pride of place, and visible improvements**
- Clean, well-maintained buildings and strong pride in appearance and upkeep.
 - Visible upgrades to grounds and athletic facilities (e.g., track/field, baseball field maintenance and improvements).

Challenges of Center Consolidated School District as identified by HIGH SCHOOL STUDENTS

(Based on interviews and personal statements)

- 1. Communication with families and the broader community (timeliness + consistency)**
 - Key updates are not always pushed out proactively; information can be “website-only” rather than sent via email/text/voicemail.
 - Parents can feel surprised or alarmed when drills or incidents aren’t communicated in advance (or quickly after).
 - Messaging can be uneven across the district, creating confusion about what families should know and when.
- 2. Safety-related communication during high-emotion moments**
 - When incidents occur, communication can become fragmented across channels (e.g., social media confusion, mixed messaging from officials).
 - Students and families want clearer, coordinated, single-source messaging that reduces rumor and uncertainty.
- 3. Internal communication “gray areas” across buildings, teams, and roles**
 - Strong individual teacher–student communication exists, but cross-building/team relay can be inconsistent.
 - Not everyone receives the same message at the same time, leading to gaps in expectations and follow-through.
- 4. Student behavior and accountability (consistency of enforcement)**
 - Concern that behavior issues aren’t always addressed consistently or enforced in the same way.
 - Students want clearer expectations, predictable follow-through, and a shared understanding of boundaries.
- 5. Fairness and fit of consequences**
 - Some students perceive discipline as uneven or unfair at times.
 - Consequences can feel inconsistent, and punishment doesn’t always seem aligned to the behavior.
- 6. High school organization and systems (structure + predictability)**
 - Students described parts of the high school experience as disorganized.

- A need for stronger systems, clearer processes, follow through and more consistent routines.
7. **Advising support and availability**
 - Advisors are not always accessible, helpful, or consistently available when students need timely guidance.
 - Students want clearer pathways and more reliable support for planning and next steps.
 8. **Adult follow-through and trust**
 - Students noted that adults sometimes say one thing and do another, creating confusion and mistrust.
 - Inconsistent messaging can be perceived as “two-faced,” reducing confidence in communication and decisions.
 9. **Administrator visibility, engagement, and approachability**
 - Administrators are not always seen as consistently present and engaged with students day to day.
 - Some students experience administrators as unapproachable, with limited positive interaction.
 10. **Supports for Spanish-speaking students and families (equity + access)**
 - Communication barriers persist for Spanish-speaking families.
 - Students perceive that English learners may not receive enough acceleration/support to access the same opportunities.
 - Concern about the loss of adult GED/English-learning supports due to funding cuts; strong desire to restore or replace.
 11. **Reduced after-school academic supports**
 - Homework help and after-school academic programs were described as reduced or ended due to funding.
 - Students and families want accessible supports beyond the school day.
 12. **Technology and phone policy impacts**
 - The no-phone policy can unintentionally create barriers—especially for seniors managing time-sensitive tasks (college applications, scholarship notifications, personal email/accounts).
 - Need for a clearer “how students handle critical tasks” process within policy constraints.
 13. **Participation fees and equipment costs for athletics (“pay-to-play” pressure)**
 - Some sports require families to purchase gear/uniforms/travel bags, creating uneven access.
 - Support can vary sport to sport and depend on fundraising or grants, which may not consistently close the gap.
 14. **Student experience “quality of life” themes**
 - Food service frustrations (small but recurring): changes to cafeteria options (e.g., less salt, ranch removed) surfaced as a loud theme.
 - Team dynamics/drama in activities (e.g., volleyball) can affect belonging and experience—normal, but still impactful when not supported well.

Top Five Desired Characteristics of the next Center Consolidated Superintendent as identified by CENTER CONSOLIDATED HIGH SCHOOL STUDENTS	
Fair, Consistent, and Accountability Minded	Empathetic, Student-Centered, and Approachable
Applies expectations and discipline predictably ("no favorites"), with consequences that fit behavior and support student growth.	Leads with care and humanity; understands student circumstances, builds trust through kindness, and stays connected to kids' day-to-day experience.
High-integrity, Professional, and Trustworthy	Clear, Steady Communicator Who Listens and Follows Through
Honest and principled; does what they say they will do, owns decisions, and models responsibility the community can rely on.	Strengthens district communication systems (especially with families and during safety situations), actively listens to concerns, and closes the loop with action and updates.
Visible, Community Embedded Leader with Stable, Solution-Oriented Energy	
Shows up consistently (events, activities, classrooms), brings positive momentum, tackles problems creatively and practically, and demonstrates commitment to stay and invest long-term—while building strong bilingual communication/support systems (Spanish) to expand access and belonging.	

FINDINGS / THEMES

Many of the discussions pertaining to strengths and challenges for the Center Consolidated School District flow into the expectations for the next superintendent. Many of the characteristics that are present in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new superintendent who will understand issues facing the district.

When the data from interviews, focus groups, and survey responses were combined, clear themes emerged. It should be noted that there was more similarity across groups than there were differences. In general, strengths and challenging issues were almost unanimous across groups. Additionally, the characteristics desired in the next superintendent were also closely aligned across groups. This congruence is viewed as a positive characteristic of this search and will bring clarity in focus for the Board and the new superintendent.

The following themes are supported by the combined data of all interviews, focus groups, and survey responses from all stakeholder groups.

STRENGTHS (top 15)

- 1. Students are the district's greatest strength**
Stakeholders consistently described students as resilient, relational, diverse, and full of potential—the core reason many staff remain deeply committed to the district.
- 2. Strong student-centered culture**
The district is widely viewed as putting students first, with decisions grounded in student well-being, learning, belonging, and long-term success.
- 3. Deep community-school connection**
The school serves as the heart of the community, with strong generational ties, broad local trust, and visible support for students and families.
- 4. Tight-knit, relationship-based environment**
Small-school and small-district conditions foster strong connections among students, staff, and families, creating a culture of belonging, accountability, and care.
- 5. Strong culture of care and wraparound support**
The district is praised for supporting the whole child through mentoring, counseling, problem-solving, crisis response, and help with food, clothing, health, and family needs.
- 6. Dedicated, caring, and collaborative staff**
Staff are seen as hardworking, flexible, supportive, and deeply committed to student success, with a family-like culture and strong teamwork across the district.
- 7. Experienced and stable leadership and staff**
Veteran employees, respected leadership, and continuity of direction provide stability, institutional knowledge, and confidence that the district is moving forward.
- 8. Clear multiple pathways for student success**
The district takes pride in preparing students for college, careers, military service, trades, and direct entry into the workforce—not just one postsecondary route.
- 9. Strong college, career, and workforce readiness opportunities**
Students benefit from concurrent enrollment, career guidance, senior supports, career fairs, and expanding programs that help them prepare for life after graduation.
- 10. Growing CTE and credentialing opportunities**
Career and Technical Education programs, hands-on learning, and pathways tied to real credentials such as CNA and other vocational options are seen as major strengths.
- 11. Strong student support systems and MTSS structures**
Robust systems for intervention, problem-solving, counseling, mentoring, and individualized support help ensure students do not fall through the cracks.
- 12. Technology access and innovation**
The district is viewed as ahead of others in the region in technology access and integration, using tech as both an equity strategy and a tool for student learning and readiness.
- 13. Broad student opportunities beyond the classroom**
Students have access to meaningful opportunities in academics, athletics, arts, clubs,

leadership, after-school programming, and extracurricular activities that build belonging and pride.

14. Strong family engagement and cultural pride

The district is making meaningful strides in engaging families—especially Spanish-speaking families—while honoring bilingualism, Hispanic culture, and the broader diversity of the community.

15. Visible investment, sound stewardship, and positive momentum

Stakeholders expressed pride in improved facilities, stronger financial stewardship, thoughtful resource use, and a sense that the district has momentum and a strong foundation for continued progress.

CHALLENGES (top 15)

1. Sustaining academic standards, achievement growth, and accreditation momentum

Stakeholders want the district to maintain strong academic expectations across K–12, protect accreditation progress, and close the gap between student growth and overall achievement.

2. Addressing poverty and complex student needs with sufficient supports

High levels of poverty, trauma, mobility, and other life challenges increase the need for layered academic, mental health, behavioral, and basic-needs support systems.

3. Strengthening instructional quality and consistency across classrooms

Families and students want more consistently strong teaching, better use of class time, stronger pacing, and clearer accountability when instructional concerns arise.

4. Improving communication, transparency, and proactive family outreach

Stakeholders want clearer, timelier, and more consistent communication with families and the broader community, especially around student progress, school concerns, safety matters, and district decisions.

5. Deepening multilingual family engagement and equitable access

The district must strengthen communication and participation for Spanish-speaking families through reliable translation, flexible outreach, culturally responsive engagement, and stronger bilingual supports.

6. Ensuring consistent student behavior expectations, discipline, and attendance practices

Stakeholders want clearer expectations, more consistent follow-through on discipline, stronger bullying prevention, and greater attention to chronic attendance barriers.

7. Strengthening leadership responsiveness, visibility, and trust

Many participants want district and building leaders who are approachable, visible, respectful, and responsive, with stronger follow-through on concerns raised by students, families, and staff.

8. Recruiting and retaining high-quality staff in a remote rural setting

The district continues to face challenges attracting and keeping strong teachers, leaders, and support staff due to limited candidate pools, rural location, and long-term fit concerns.

9. **Addressing housing constraints that affect workforce stability**
Limited housing availability in Center and the surrounding area makes recruitment and retention more difficult, especially for educators and leaders considering relocation.
10. **Managing budget uncertainty and sustaining programs beyond grants**
The district faces ongoing pressure from reduced grant funding, the end of temporary relief funds, and small-district financial constraints, requiring careful budgeting and sustainability planning.
11. **Rebuilding grant capacity and strengthening funding oversight**
Stakeholders identified the need to restore strong grant leadership, prevent funding gaps, and improve oversight and clarity around grant-supported positions, programs, and expenditures.
12. **Navigating community politics, cultural complexity, and trust-building**
The next superintendent must lead through vocal criticism, political tension, and longstanding cultural and racial dynamics while building broader trust and cohesion across the community.
13. **Stabilizing systems, roles, and accountability across the organization**
Stakeholders want clearer expectations, stronger coordination, and more consistent accountability across departments, schools, and leadership roles to reduce confusion and improve follow-through.
14. **Responding to student engagement challenges, including substance use and digital distraction**
Students face pressures related to vaping, alcohol, peer influence, social media, and phones, creating a need for stronger engagement structures, belonging, and balanced expectations.
15. **Managing operational complexity, facilities demands, and nontraditional district responsibilities**
The district must effectively handle compliance demands, facilities/project implementation, and atypical operational responsibilities while maintaining transparency, clean oversight, and steady execution.

THE CENTER CONSOLIDATED SCHOOL DISTRICT SUPERINTENDENT DESIRED CANDIDATE PROFILE

The Center Consolidated School District seeks a superintendent who in collaboration with the Board, staff, students, parents and community, will focus the district on shared goals and vision. After seeking input from stakeholders through individual interviews, focus groups, and a community survey, the Center Consolidated School District and community seeks an engaged, visionary superintendent who possesses the following characteristics:

The next superintendent should be deeply student-centered, able to lead teaching and learning, and strong enough to maintain a clear focus on academic success and continuous improvement. Stakeholders also consistently emphasized the need for a leader who is an honest communicator, a trustworthy relationship builder, and someone who is visible, approachable, and engaged with students, staff, families, and the broader community. Just as important, respondents want a superintendent who understands Center's unique culture and bilingual community, collaborates well, makes fair and courageous decisions, and can provide both strategic direction and strong operational leadership.

Top Ten Desired Characteristics of the next Center Consolidated Superintendent as identified by ALL STAKEHOLDER GROUPS
(from interviews, focus groups, & community survey)

Student-Centered, and Achievement Driven Leader	Strong Instructional Leader
Keeps student learning, well-being, and long-term success at the center of every decision, while maintaining academic achievement as the district’s clear and non-negotiable priority.	Understands high-quality teaching and learning, supports teacher development, protects instructional focus, and leads continuous improvement in classroom practice and student outcomes.
Honest, Transparent, and Consistent Communicator	Trust-Building, Approachable Relationship Builder
Communicates clearly, proactively, and truthfully with students, staff, families, the Board, and the community, while listening well and following through on commitments.	Builds credibility through visibility, accessibility, humility, and genuine care; earns trust by forming strong relationships across the district and community.
Culturally Responsive, and Community Aware Leader	Collaborative Team Builder
Understands and respects Center’s rural context, history, culture, and diverse bilingual/Hispanic community, and leads in ways that foster belonging, inclusion, and meaningful family engagement.	Brings people together around shared goals, values staff voice, strengthens school-family-community partnerships, and builds a culture of teamwork, support, and shared ownership.
Courageous, Fair, and Accountable Decision Maker	Strategic, Solutions-Oriented Leader
Makes difficult decisions with calm, balanced judgment; applies expectations consistently and fairly; addresses problems directly; and holds adults and systems accountable for results.	Identifies root causes, plans thoughtfully for the future, builds on district strengths, and turns concerns into practical, visible action that improves the system over time.
Strong Operational and Financial Steward	Visible, Steady, and Committed Community Presence
Manages budgets, staffing, compliance, systems, and long-range planning effectively, using resources wisely to protect programs, sustain stability, and support district growth.	Shows up consistently in schools and community settings, leads with steady energy and professionalism, and demonstrates a clear commitment to investing in Center for the long term.

BULLETED NOTES FROM ALL GROUPS

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Center Consolidated School District.

Board Members

What are the strengths of the Center Consolidated School District?

- Prepares students for multiple pathways (college, trade, military, workforce)
- Alumni success stories across sectors; pride in non-college success too
- Accreditation ratings improving; strong K–12 focus on standards and accountability
- Positive momentum and upward trajectory under current leadership
- Early 1:1 technology adoption (computers/iPads); strong tech integration for all learners
- Belief that every student deserves tech-based problem-solving skills
- Strong extracurriculars (athletics, clubs, after-school programs)
- Dual credit/college coursework available
- CNA pathway in place; plans to expand CTE in new facility/building
- History of tutoring and academic supports
- High regard for superintendent and overall staff; pride in past leaders
- Deep multi-generational ties to the district; high community pride in the schools
- Proud rural identity serving a high-poverty population (~89%); “kids are amazing” despite challenges
- Strong bilingual outcomes; large Hispanic community and support for Hispanic/Mexican families
- Small community where school activities include the whole town; strong belonging and cultural pride
- Businesses and community rally to help families in need; collective investment in student success
- Smaller class sizes allow more one-on-one attention
- Health and wellness supports for staff and students
- Stable finances; improved financial stewardship, reserves, and grant support (grant writer/counselor)
- Major facilities investments (turf field, 8-lane track, scoreboard, new gym/space upgrades)
- New construction planned as a community asset (CTE space, board room, additional gym for heavy community use)
- Strong systems: viable/guaranteed K–12 curriculum, data use for progress monitoring, strong org structures
- Strong in-house professional development led by teachers/principals
- RTI/MTSS structures supporting academic, social, and emotional needs
- Robust student-support staffing for district size (nurses, counselors, MTSS coordinators)
- Strong partnership with CEA; Recruitment & Retention committee helps attract quality teachers

- Competitive pay/benefits in the valley (especially for early-career educators)
- Fully staffed; collaborative staff culture with positive traditions/celebrations
- Single modern K–12 facility layout supports observation, walk-throughs, and coaching
- Strong improvement plan already underway (Ownership Plan year 4 of 5)
- Improving regional perception; some enrollment draw from nearby areas
- Growing partnerships (PICS outreach, town resource sharing, tech and transportation support)
- “Kids first” culture earns trust and unites the community despite local disagreements
- Generally constructive relationship with the Board; strong district credibility compared to town politics

What are the challenges of the Center Consolidated School District?

- Maintain and strengthen K–12 accreditation
- Keep strong focus on accountability and academic standards
- High poverty / “culture of poverty” realities; significant socioeconomic barriers
- Many students are at-risk (~88%); higher needs require more supports and resources
- Ongoing need for academic interventions, especially for English learners
- Students often face difficult home circumstances and instability
- Large Spanish-speaking community; many bilingual students
- Many parents are Spanish-only or uncomfortable with English
- Need reliable Spanish interpreters and stronger bilingual communication
- Desire to restart/expand parent ESL classes to boost confidence and engagement
- Parents often avoid board meetings/public comments due to fear or discomfort
- Need stronger, culturally responsive family engagement strategies (including evening/after events for ag work schedules)
- Enrollment is below desired and fluctuates year to year; goal is to grow student population
- Some families choose larger districts for stronger/competitive sports programs; athletics seen as a retention challenge
- Rural alcohol/drug issues affect students; some drawn into negative peer groups
- More student engagement needed to counter distractions and risky influences
- Social media and phones disrupt learning; desire for a balanced (“happy medium”) phone policy
- Need to monitor/prepare for possible state legislative changes on phones in schools
- Funding constraints due to small, rural district; low local incomes increase pressure
- Academic achievement remains low even when growth is strong; concerns about PSAT/SAT and Priority Improvement status
- Grant instability: grant-funded positions/services ending; “grant cliffs” threaten supports
- Loss of grant writer/grant manager created risk of lost funding and revealed oversight issues; need to rebuild grant function and repair relationships
- Possible loss of additional grant-funded staff as federal grants are eliminated; superintendent must aggressively pursue grants or hire expertise
- District also runs parks & recreation (town opted out), creating operational complexity and blurred funding lines; needs tighter oversight

- High volume of CORA/open-records requests creates time and cost burdens
- Legal/technical compliance exposure (e.g., executive session errors) and recurring challenges/settlements
- Financial sustainability concerns: reserves reduced after capital projects; need cautious spending and long-term planning
- Staffing recruitment/retention is difficult in a small rural labor market; limited candidate pools
- Housing shortages hinder hiring/retention; need partnerships/advocacy for educator housing (e.g., urban renewal project)
- Operational capacity constraints in business/finance, accounting, and state reporting
- Compliance/documentation demands are heavy (including virtual/alternative program complexity)
- Facilities/new construction brings short-term hurdles (inspections, leaks, delays) and disruption
- Community and local politics can be volatile; vocal critics and online activism (e.g., Facebook) require steady leadership
- Town-government conflict can spill into schools; leaders can become targets during tough decisions
- Complex racial/ethnic and identity dynamics (Anglo, generational Hispanic, newer immigrant/ELL groups); occasional friction and perceptions affecting enrollment
- Community cohesion/participation can be limited; often the same small group shows up
- Superintendent "fit" risk: remote location, isolation, and lifestyle need to be a true match to avoid short tenure
- Limited amenities and long drives for services (housing shortage, few restaurants/stores, distance to major shopping)
- Leadership expectations: hold high expectations and improve performance, challenge the status quo, make hard decisions, and maintain accountability without micromanaging
- Entry expectations: listen first, learn the unique culture, and "go slow to go fast" later
- Need empathy for poverty-related stress and economic insecurity; expand scholarships/supports for students in need
- Town feels less close-knit than in past years; changing community demographics and dynamics

Parents and Community Members

What are the strengths of the Center Consolidated School District?

- The district benefits from a welcoming, supportive community where families generally feel included and valued.
- Staff are deeply committed to students and often support them with personal needs beyond the school day.
- Students have access to meaningful opportunities, including technology, band, extracurriculars, leadership experiences, and career pathways.
- The district helps reduce financial barriers for families by providing supports such as free lunch, fee assistance, laptops, and athletic equipment.

- Many students report that they enjoy school because of their teachers, activities, and the variety of programs available to them.
- Positive relationships between students and local law enforcement are viewed as an important source of mentoring, safety, and role modeling.
- Parents see the district as a close-knit community where students are encouraged and supported by both adults and peers.
- The district's cultural diversity is a point of pride, and families value the celebration of Hispanic culture and other community traditions.
- Parent engagement structures help families better understand the school system, available resources, and the importance of education.
- Families believe students can be highly successful when they take full advantage of the district's academic, extracurricular, and postsecondary opportunities.

What are the challenges of the Center Consolidated School District?

- Families have concerns about inconsistent teacher effectiveness and believe some classrooms are not providing strong enough instruction.
- Some students report that when they ask for help, they are redirected elsewhere instead of receiving additional explanation from the teacher.
- Parents and students sometimes feel that school leaders do not address serious concerns directly or resolve the core issue.
- There is a desire for stronger accountability to ensure classroom instruction is monitored and staff performance is addressed when needed.
- Some families are concerned about lost instructional time when classes drift off topic and students are tested without enough teaching or practice.
- Parents and students want school leaders and staff to be more approachable, respectful, and responsive during difficult situations.
- Some stakeholders would like to see fresh thinking and new leadership that is willing to break from unproductive routines.
- Families want earlier and more proactive communication when students begin struggling academically.
- Parents are concerned when major academic issues, including possible retention, are communicated too late for meaningful intervention.
- Some families believe stronger relationships would develop if staff were more visible and engaged in school and community activities.
- Students may need more encouragement from adults to participate fully in the many opportunities available to them.
- Families want stronger translation, language support, and communication systems for English learners and Spanish-speaking households.

School District Administrators, Teachers, and Staff

What are the strengths of the Center Consolidated School District?

- Strong family-like culture creates a deep sense of belonging and mutual support.
- The district is highly student-centered in both mission and daily practice.

- Staff are deeply committed, hard-working, and willing to go above and beyond for students.
- Families place a high level of trust in the district and its educators.
- The school serves as the hub of the community and a central source of pride.
- The district provides strong wraparound supports for the whole child.
- Long-term staff provide continuity, stability, and institutional knowledge.
- Deep multi-generational ties strengthen relationships with students and families.
- Staff and community share a strong commitment to students and families.
- The district has demonstrated a proven ability to improve over time.
- Stakeholders expressed pride in the district's academic growth and rising standards.
- Center is seen as a place with a unique culture and a strong sense of identity.
- Staff described strong teamwork and a supportive internal culture.
- Current leadership is widely respected for visibility, communication, and care for people.
- Weekly communication with families and the community has become a valued norm.
- Leadership visibility has strengthened trust across the district and community.
- The district is willing to innovate and implement new ideas that benefit students.
- Parent engagement efforts have improved communication and participation.
- The district has built strong family-school partnerships, including outreach in Spanish.
- Staff make meaningful efforts to meet families where they are.
- Students are widely described as the district's greatest strength.
- The diversity of the student body is viewed as a major asset.
- Veteran staff have built strong rapport and trust with students over time.
- The district offers extensive whole-child supports, including health-related services.
- Career and technical pathways are expanding student opportunity.
- Concurrent enrollment helps students access college and postsecondary experiences.
- Facilities improvements reflect community willingness to invest in kids.
- Extracurricular programs and activities contribute to school pride and connection.
- The district has strong technology access and integration.
- Staff value the district's mission, vision, and core beliefs and want them preserved.

What are the challenges of the Center Consolidated School District?

- The next superintendent must understand Center's unique rural and cultural context.
- Not every leader or staff member is a strong fit for Center's community and students.
- Rural poverty creates significant barriers for many students and families.
- Leaders must understand the difference between rural poverty and urban poverty.
- Many families work long hours, making traditional engagement difficult.
- Family engagement during conflict can be challenging and requires empathy and trust.
- There is concern about an instructional leadership gap without a dedicated director.
- Stakeholders want a tighter, more rigorous focus on instruction and core teaching practices.
- The district must avoid complacency and sustain urgency after past improvement gains.
- Some stakeholders want a more consistently professional culture across the system.
- The next superintendent must align expectations across the administrative team.
- Some students may not feel fully safe being candid in front of adults.
- There may be gaps between how adults perceive support and how students experience it.

- Budget pressures remain a major concern for the district.
- The district relies heavily on grants to support programs and staffing.
- The loss of ESSER and other grant funding may affect positions and services.
- The next leader must understand school finance, grants, and long-term budgeting.
- Declining enrollment is a concern because of its impact on funding and planning.
- Staffing and recruitment remain ongoing challenges.
- Building staff capacity takes time, especially in a small rural district.
- Housing availability in Center makes recruitment and retention more difficult.
- Many staff commute from outside the district, limiting day-to-day connection to the community.
- The work is rewarding but demanding and requires resilience and grit.
- Space limitations in some buildings create challenges for interventions and support services.
- Attendance remains a significant student challenge.
- Some stakeholders want more consistency in discipline and consequences across activities.
- There is a need for stronger support for bilingual and monolingual Spanish-speaking students.
- Staff want more training and stronger systems to support language development across classrooms.
- Bullying remains an ongoing concern that requires continued attention.
- Small district size can limit the variety of programs and opportunities available to students.
- Some stakeholders want stronger accountability and consistency across departments.
- The next superintendent must build a productive relationship with the Board of Education.
- Relationships with the town and joint-use facilities require careful navigation.
- Community and district politics can complicate leadership work.
- The district serves a rural, agricultural, and seasonal workforce community that requires flexibility and responsiveness.

High School Students

What are the strengths of the Center Consolidated School District?

- Tight-knit, relationship-based culture — Small-school environment where students, families, and staff know one another; strong belonging and “bond.”
- Community–school partnership — District seen as a community hub; approachable Board and community engagement opportunities (e.g., meet-and-greets).
- Concurrent enrollment / free college credit access — Students can earn college credit through partnerships (e.g., Trinidad and others).
- CTE momentum and facility investment — Expanding pathways (culinary, healthcare/CNA) with excitement about a new/expanded CTE facility.
- Real-world credential pathways — Clear routes to certifications and testing (e.g., CNA and culinary credentials).
- College and career readiness supports — Career fairs, advising, and structured supports like senior seminar, visiting colleges, and scholarship help.

- Strong student–teacher relationships — High trust and direct communication; teachers are flexible and responsive to student schedules and needs.
- Wraparound student supports — Assistance with food, supplies, and resources that strengthens student stability and readiness to learn.
- Leadership, mentoring, and student voice — Stardust/peer mentoring, leadership conferences/trips, Superintendent Advisory Council, and self-advocacy/reporting options.
- Meaningful athletics, clubs, and activities — Strong participation in sports, leadership roles, prom committee, and clubs that keep students connected.
- Growing arts participation — Band growth and pep band efforts; improved structure for concerts and performance preparation.
- Pride in facilities and environment — Clean, well-maintained buildings and visible upgrades to grounds and athletic fields (track/field, baseball field).

What are the challenges of the Center Consolidated School District?

- Inconsistent behavior follow-through — Student behavior concerns and uneven enforcement; clearer expectations and predictable accountability needed.
- Perceived fairness gaps in discipline — Some students feel consequences are inconsistent or don't match the behavior; concerns about unequal treatment.
- Family communication gaps — Updates are not always proactive or pushed out; reliance on website postings vs. email/text/voicemail.
- Safety communication under pressure — During incidents, messaging can fragment across channels and fuel confusion (especially on social media).
- Cross-building communication "gray areas" — Information does not always flow consistently across teams/buildings; uneven understanding of plans/expectations.
- High school systems/organization — Students describe aspects as disorganized; need for stronger routines, processes, and clear coordination.
- Advising access and consistency — Advisors not always available/helpful when students need timely guidance for next-step planning.
- Adult follow-through and trust — Students report mixed messaging or lack of follow-through from adults, which undermines confidence and clarity.
- Administrator visibility/approachability — Leadership not always seen as consistently present with students; some experience administrators as unapproachable.
- Supports for Spanish-speaking students/families — Communication barriers and concerns about slower English-learner acceleration and opportunity access.
- Loss of adult GED/English supports — Strong desire to restore/replace discontinued adult English/GED programming due to funding cuts.
- Reduced after-school academic help — Homework/help programs have been cut back or ended; need for accessible academic supports beyond the school day.
- Phone policy friction (especially for seniors) — No-phone policy can unintentionally limit time-sensitive access for college/scholarships and personal accounts.
- Pay-to-play barriers in athletics — Equipment/uniform/travel costs create uneven access unless grants/fundraising fill gaps.
- Student experience feedback loops — Food service frustrations and team "drama" themes suggest a need for stronger student input and support structures.

APPENDIX

The APPENDIX pages of this report include the following documents:

1. Center Consolidated School District Online Survey Response Summary (by group)
2. Center Consolidated School District Performance Framework (CDE)

**CENTER CONSOLIDATED SURVEY RESULTS: SYNTHESIZED FOR ALL STAFF
(administrators, teachers, support staff)**

STRENGTHS/POINTS OF PRIDE (top 8)

1. **Strong school-family-community partnerships**
The district benefits from deep relationships and broad community support for students and schools.
2. **Student-centered, family-like culture**
Center is known for putting students first and creating a caring environment where people look out for one another.
3. **Dedicated and collaborative staff**
Staff are hardworking, flexible, and committed to student success, with a strong sense of teamwork across the district.
4. **Clear leadership and shared direction**
Strong leadership, district goals, and core beliefs provide stability and a clear foundation for continued progress.
5. **Strong student support systems**
MTSS, mentoring, family engagement, and individualized support help meet student needs and prevent students from falling through the cracks.
6. **Valuable college and career pathways**
CTE and other workforce-focused programs provide students with meaningful real-world learning opportunities.
7. **Responsible use of resources**
Wise budgeting, competitive compensation, strong programs, and facility investments reflect thoughtful stewardship.
8. **Strong district pride and positive momentum**
The district has a clear identity, strong pride, and a solid foundation for continued growth and improvement.

CHALLENGES/CONCERNS (top 8)

1. **Student behavior and discipline**
The district must continue strengthening behavior expectations, bullying prevention, and consistent discipline practices across schools.
2. **Staff morale and workplace culture**
Building trust, improving morale, and fostering a more unified and professional adult culture remain important priorities.
3. **Communication and transparency**
Clearer communication systems, greater transparency, and stronger role clarity would improve alignment and confidence across the district.
4. **Leadership consistency**
Stakeholders want strong, stable, and consistent leadership practices at both the district and building levels.
5. **Recruitment and retention**
Attracting, supporting, and retaining high-quality staff continues to be a key challenge for the district.
6. **Academic achievement**
Improving student outcomes, especially in literacy, math, and state assessment performance, remains a central area of focus.
7. **Funding and program sustainability**
Budget pressures and reduced grant funding create ongoing challenges in maintaining staffing, student supports, and programming.
8. **Complex student and community needs**
The district must continue responding to the impacts of poverty, mobility, multilingual needs, special education needs, and student wellness.

CHARACTERISTICS (top 10)

1. **Student-centered**
Keeps students and their success at the heart of every decision.
2. **Transparent and approachable communicator**
Communicates clearly, listens well, and is visible and accessible to staff, families, and the community.
3. **Understands the Center community**
Respects the district's culture, diversity, and unique rural context.
4. **Collaborative leader**
Builds trust, values input, and empowers others through shared leadership.
5. **Honest and fair**
Leads with integrity, follows through, and treats people with dignity and respect.
6. **Strong instructional leader**
Understands effective teaching and learning and can lead academic improvement.

7. **Strategic and solutions-oriented**
Builds on strengths, plans for the future, and addresses challenges thoughtfully.
8. **Strong financial steward**
Manages resources wisely and supports long-term district stability.
9. **Supportive, but holds high expectations**
Values staff, supports their growth, and maintains accountability for results.
10. **Visible, consistent, and committed**
Shows up, leads steadily, and demonstrates commitment to the district and community.

**CENTER CONSOLIDATED SURVEY RESULTS: SYNTHESIZED FOR ALL
PARENTS/GUARDIANS, & COMMUNITY MEMBERS**

STRENGTHS/POINTS OF PRIDE (top 8)

1. **Caring, student-focused staff**
Many staff members are seen as dedicated, supportive, and committed to helping students succeed.
2. **Strong relationships with families**
The district benefits from close connections among students, families, and staff.
3. **Supportive community culture**
Families value the district's close-knit, community-centered environment.
4. **Strong student supports**
MTSS, counseling, special education, family support, and other services help meet a wide range of student needs.
5. **Individualized attention**
Smaller class sizes and strong relationships allow for more personalized support for students.
6. **Flexible learning opportunities**
Concurrent enrollment, online learning, alternative programs, and career pathways provide students with multiple ways to succeed.
7. **Valued extracurricular opportunities**
Sports, clubs, music, and other activities are important strengths for student engagement.
8. **Pride in student potential**
Families see strong potential in students and value continued growth in achievement and opportunity.

CHALLENGES/CONCERNS (top 8)

1. **Leadership and administrative effectiveness**
Many parents expressed concern about the quality, consistency, and responsiveness of school leadership, particularly at the building level.
2. **Communication and family engagement**
Families want clearer, more timely communication and more meaningful opportunities for parent voice and involvement.

3. **Student behavior, bullying, and discipline**
Bullying, behavior issues, and inconsistent discipline were frequent concerns, along with the need for stronger student accountability and support.
4. **Academic quality and student outcomes**
Parents want stronger instruction, continued academic growth, improved state assessment performance, and a clear focus on preparing students for the future.
5. **Support for diverse student needs**
Families emphasized the importance of better serving students with disabilities, multilingual learners, and students needing additional academic or emotional support.
6. **Staff professionalism and stability**
Concerns were raised about teacher turnover, burnout, professionalism, and ensuring that adults maintain a strong focus on students and learning.
7. **Funding, resources, and program quality**
Budget challenges, concerns about athletics, food service, transportation, and maintaining strong student programs remain ongoing issues.
8. **School climate, safety, and belonging**
Parents want schools where students feel safe, respected, supported, and protected, with a stronger sense of fairness, inclusion, and care.

CHARACTERISTICS (top 10)

1. **Student-centered**
Keeps students' needs and success at the center of every decision.
2. **Strong communicator**
Communicates clearly, consistently, and proactively with families, staff, and the community.
3. **Visible and approachable**
Is present, accessible, and actively engaged in schools and the community.
4. **Honest and fair**
Leads with integrity, transparency, and a commitment to doing what is right.
5. **Caring and empathetic**
Demonstrates genuine care for students, staff, families, and the community.
6. **Culturally responsive**
Understands and respects the district's cultural, linguistic, and community context.
7. **Strong educational leader**
Prioritizes quality teaching, learning, and continuous academic improvement.
8. **Collaborative listener**
Values input, builds trust, and works with others to solve problems.
9. **Accountable and decisive**
Makes tough decisions when needed and holds adults to high expectations.
10. **Experienced and resourceful**
Brings strong leadership experience and uses resources wisely to protect and strengthen programs.

CENTER CONSOLIDATED SURVEY RESULTS: SYNTHESIZED FOR STUDENTS

STRENGTHS/POINTS OF PRIDE (top 5)

1. **Student voice**
Students value being heard and believe their perspectives matter.
2. **Student leadership and influence**
Students see themselves as capable of helping shape their school community.
3. **Supportive staff relationships**
Positive connections with teachers and staff are an important strength.
4. **Connection and belonging**
Students value feeling known, supported, and connected at school.
5. **Pride in students**
Students themselves are a key strength and point of pride in the district.

CHALLENGES/CONCERNS (top 5)

1. **Leadership and administrative trust**
Students expressed significant concern about building-level leadership and the impact of administrative decisions on school climate.
2. **Student behavior and substance use**
Students identified vaping, drinking, and broader behavior issues as ongoing concerns.
3. **School climate and belonging**
Concerns about racism and how students and families are treated point to a need for a stronger sense of safety, respect, and inclusion.
4. **Staff turnover and instability**
Students are noticing the loss of valued staff and are concerned about the effect on their school experience.
5. **Student experience and engagement**
Some students expressed frustration with how parts of the school experience are structured, suggesting a need for greater responsiveness to student perspectives.

CHARACTERISTICS (top 10)

1. **Student-centered**
Keeps students' success and well-being at the center.
2. **Listens to students**
Values student voice and takes concerns seriously.
3. **Supports teachers and staff**
Respects and works alongside the adults who support students.
4. **Strong leader**
Addresses problems directly and leads with confidence.
5. **Supports student behavior and well-being**
Responds to behavior concerns while supporting the whole student.
6. **Fair and equitable**
Treats people with fairness, respect, and consistency.

7. **Culturally aware and inclusive**
Values diversity and helps all students feel seen and respected.
8. **Builds strong school leadership**
Knows how to select and support effective principals.
9. **Committed to improvement**
Brings energy and focus to helping the district grow.
10. **Passionate about students**
Demonstrates genuine care for students and their future.

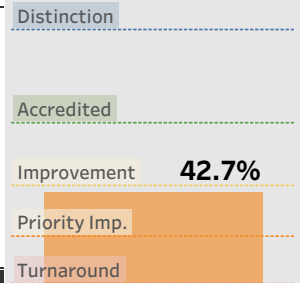
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Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on SINGLE-YEAR DPF Report
Accredited with Priority Improvement Plan
42.7/100
 Points Earned

Year 2

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	34.6%	10.4/30	Does Not Meet
Academic Growth	49.4%	19.8/40	Approaching
Postsecondary & Workforce Readiness	41.7%	12.5/30	Approaching

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.

Assurances

Assurance	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 Rate	Rating
			Rate	Parent Excusals		
English Language Arts	377	348	92.3%	28	99.7%	Meets 95% Participation
Math	377	349	92.6%	26	99.4%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Does Not Meet 95% Total Participation
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	39.0%	15.6/40	Approaching	42.7%	Priority Improvement
	Academic Growth	45.2%	27.1/60	Approaching		
Middle	Academic Achievement	39.3%	15.7/40	Approaching	53.2%	Improvement
	Academic Growth	62.5%	37.5/60	Meets		
High	Academic Achievement	25.0%	7.5/30	Does Not Meet	36.2%	Priority Improvement
	Academic Growth	40.4%	16.2/40	Approaching		
	Postsecondary & Workforce Readiness	41.7%	12.5/30	Approaching		

(-) 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.

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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	109	97.3%	729.1	26	4.00/8	Approaching
	Previously Identified for READ Plan	35	100.0%	708.3	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	94	97.9%	723.7	16	0.50/1	Approaching
	Minority Students	101	98.1%	726.9	22	0.50/1	Approaching
	Multilingual Learners	38	95.0%	711.2	1	0.25/1	Does Not Meet
	Students with Disabilities	20	95.2%	695.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	107	95.5%	720.5	18	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	93	96.9%	717.7	12	0.25/1	Does Not Meet
	Minority Students	101	98.1%	719.1	15	0.50/1	Approaching
	Multilingual Learners	38	95.0%	709.3	3	0.25/1	Does Not Meet
	Students with Disabilities	18	85.7%	700.8	1	0.25/1	Does Not Meet
	CMAS - Science	All Students	33	91.7%	712.8	8	2.00/8
	Free/Reduced-Price Lunch Eligible	28	93.3%	707.9	3	0.25/1	Does Not Meet
	Minority Students	32	94.1%	712.1	8	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	13.25/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	68	46.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	46.0	0.50/1	Approaching
	Minority Students	64	46.5	0.50/1	Approaching
	Multilingual Learners	23	38.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	68	41.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	40.0	0.50/1	Approaching
	Minority Students	64	41.5	0.50/1	Approaching
	Multilingual Learners	23	33.0	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	49	27.0	0.50/2	Does Not Meet
	On Track to EL Proficiency	51	43.1%	0.50/2	Does Not Meet
TOTAL		*	*	11.75/26	Approaching

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

2810: Center 26 JT

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	106	95.6%	730.9	27	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	96	96.1%	729.1	24	0.50/1	Approaching
	Minority Students	99	96.2%	730.1	27	0.50/1	Approaching
	Multilingual Learners	50	92.7%	716.3	5	0.25/1	Does Not Meet
	Students with Disabilities	19	100.0%	707.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	110	98.2%	714.5	11	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	100	99.0%	713.4	9	0.25/1	Does Not Meet
	Minority Students	103	99.0%	713.9	10	0.25/1	Does Not Meet
	Multilingual Learners	54	98.2%	703.6	1	0.25/1	Does Not Meet
	Students with Disabilities	19	100.0%	698.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	43	95.7%	724.8	32	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	38	97.4%	721.9	27	0.50/1	Approaching
	Minority Students	39	97.5%	723.3	30	0.50/1	Approaching
	Multilingual Learners	17	94.4%	706.6	6	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	13.75/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	102	49.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	92	49.5	0.50/1	Approaching
	Minority Students	95	49.0	0.50/1	Approaching
	Multilingual Learners	47	42.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	105	56.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	95	57.0	0.75/1	Meets
	Minority Students	98	56.5	0.75/1	Meets
	Multilingual Learners	50	57.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	34	48.5	1.00/2	Approaching
	On Track to EL Proficiency	35	37.1%	1.50/2	Meets
TOTAL		*	*	16.25/26	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

2810: Center 26 JT

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	86	84.7%	412.8	13	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	78	85.0%	411.8	12	0.25/1	Does Not Meet
	Minority Students	81	86.9%	410.9	12	0.25/1	Does Not Meet
	Multilingual Learners	34	86.4%	379.4	2	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CO PSAT - Math	All Students	89	84.7%	377.4	9	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	81	85.0%	380.0	10	0.25/1	Does Not Meet
	Minority Students	84	86.9%	375.8	8	0.25/1	Does Not Meet
	Multilingual Learners	37	86.4%	349.7	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	34	94.6%	714.1	4	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	30	100.0%	713.3	4	0.25/1	Does Not Meet
	Minority Students	33	97.1%	713.1	3	0.25/1	Does Not Meet
	Multilingual Learners	19	95.0%	706.4	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	8.25/33	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	68	29.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	63	32.0	0.25/1	Does Not Meet
	Minority Students	65	30.0	0.25/1	Does Not Meet
	Multilingual Learners	29	24.0	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	111	35.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	102	35.5	0.50/1	Approaching
	Minority Students	105	36.0	0.50/1	Approaching
	Multilingual Learners	48	34.5	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	36	64.0	1.50/2	Meets
	On Track to EL Proficiency	40	22.5%	1.00/2	Approaching
TOTAL		*	*	10.50/26	Approaching

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

2810: Center 26 JT

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	34	*	403.5	90.0%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	31	*	397.1	91.7%	0.25/1	Does Not Meet
	Minority Students	33	*	399.7	94.4%	0.25/1	Does Not Meet
	Multilingual Learners	19	*	375.8	95.0%	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	34	*	365.9	90.0%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	31	*	361.6	91.7%	0.25/1	Does Not Meet
	Minority Students	33	*	361.5	94.4%	0.25/1	Does Not Meet
	Multilingual Learners	19	*	355.8	95.0%	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	322	*	3.7%	*	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	297	*	3.7%	*	1.00/2	Approaching
	Minority Students	285	*	3.5%	*	1.00/2	Approaching
	Multilingual Learners	118	*	3.4%	*	1.00/2	Approaching
	Students with Disabilities	32	*	3.1%	*	1.00/2	Approaching
Matriculation Rate	All Students	40	*	52.5%	*	2.00/4	Approaching
	2 Year	*	*	15.0%	*	0.00/0	-
	4 Year	*	*	35.0%	*	0.00/0	-
	CTE	*	*	7.5%	*	0.00/0	-
	Military	*	*	2.5%	*	0.00/0	-
	Postsecondary Program	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	37	5yr	75.7%	*	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	45	6yr	77.8%	*	1.00/2	Approaching
	Minority Students	33	5yr	78.8%	*	1.00/2	Approaching
	Multilingual Learners	24	4yr	70.8%	*	0.50/2	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	20.00/48	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	72.9%	75.7%	74.5%	68.9%	5yr
Free/Reduced-Price Lunch Eligible	71.1%	75.0%	77.8%	69.8%	6yr
Minority Students	72.7%	78.8%	73.2%	70.7%	5yr
Multilingual Learners	70.8%	-	63.2%	-	4yr
Students with Disabilities	-	-	-	-	-

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.