



**Colorado Charter Schools
Annual Conference**

February 25-27, 2026
Denver Marriott Tech Center



PRESENTED BY



Detracking Through Acceleration

**Marian Hejl, Executive Director
New Vision Charter School**

**Maria Stafford, 5-8 Principal
New Vision Charter School**

**Scott McNutt, 5-8 Math Interventionist
New Vision Charter School**

**Heath Graybill, 6th Grade Math Teacher
New Vision Charter School**

**Conifer
February 26, 2026 | 1:30 – 2:30 PM
Quality: Academics**



**Colorado League of
Charter Schools**



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We make it our priority to **advocate** for high-quality public charter schools across Colorado.

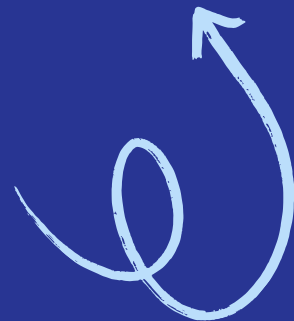


Be a part of the action.



De-Tracking Through Acceleration

Presented by
New Vision Charter School



Meet Our Team



Marian Hejl
Executive
Director



Mallory Clasquin
GT/Advanced Math



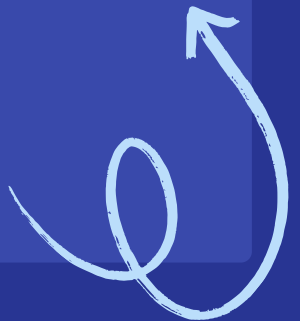
Maria Stafford
Secondary Principal



Heath Graybill
6th Grade Math Teacher



Scott McNutt
Math Specialist/AD



Our School

Opened in 2006

997 Students

Demographics

- FRLE: 27%
- GT: 7%
- Students with IEPs: 8%
- Students with Disabilities: 12%
- CLD: 2%
- Unhoused: 1%
- BIPOC: 19%

NVCS is committed to fostering a **student-centered environment** that values equity in math instruction, empowering each learner to develop problem-solving skills and a growth mindset around mathematics.



New Vision's Philosophy and Collaborative Instructional Decisions

Fostering Student-Centered and Equitable Practices

School Leadership

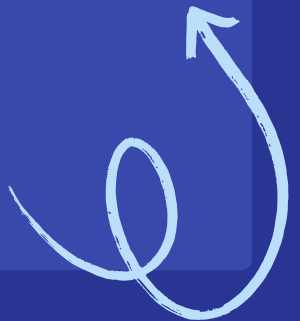
- Encourage innovative ideas.
 - Growth Mindset isn't just for students.
- Work collaboratively within departments.
- Follow the data.
- Support the gift of time.

Student-Centered Approach

- Data literacy- state and local
- What do the numbers say and what does behavior show?
- Classroom approach.
- Extra support.
- Productive struggle will happen.

Equity-Focused Instruction

We are committed to creating equitable learning experiences, addressing diverse student needs, and ensuring that all students have access to high-quality math education that supports their success.



The Yodelers and Xylophone Challenge

The Yodelers and Xylophone problem offers an engaging entry point for students, encouraging rich mathematical dialogue while allowing for low access and extension opportunities to foster deeper understanding and reasoning skills.



The Role of Productive Struggle

- Opportunities for students to grapple with challenging problem
- Forces the development of problem-solving and critical thinking
- Focuses on the application and not just memorization of algorithms
- Strengthens explanation of thinking and ability to justify to a variety of students
- Creates mistakes as a normal and valuable part of learning
- Which enables perseverance and resilience to challenges in the group dynamic of problem solving
- Shifts teacher from the sage on the stage to a facilitator of thinking

**If you're not
struggling,**



**you're not
learning.**



High Quality Tier 1 Instruction

- Consistency
- Engagement-Cooperative Learning
- Immediate Feedback-Teach kids how to talk with each other
- Direct instruction-Limit that tech.
- Low floor, high ceiling. Tracking math shows that 88% of students placed into tracks (or sets) at age 4 remained in the same tracks for the rest of their school lives (Dixon, 2002).

NVCS's Journey to De-tracking

The transition to detracked classes at NVCS has enhanced equity, ensuring all students receive the same high-quality math instruction, fostering collaboration, diverse perspectives, and improved engagement across all grade levels.

2022-23

- Discussion began after drops in MS math scores and student perceptions about math.
- Math department met and looked at options for detracking.
- Scope and sequence adjustment.
- approval from administration
- Presentation to BOD
- 5 teachers, 2 admin

2023-24

- Implementation began.
- Math Department - taught updated scope and sequence
- constant data review and reflection (in class assessments, i-Ready, CMAS)
- updated scope & sequence
- All original math dept staff the same

2024-25

- Year 2 of Implementation
- Scope & Sequence Review
- constant data review and reflection (in class assessments, i-Ready, CMAS)
- 2 new grade level teachers, some shifting in math dept staff

2025-26

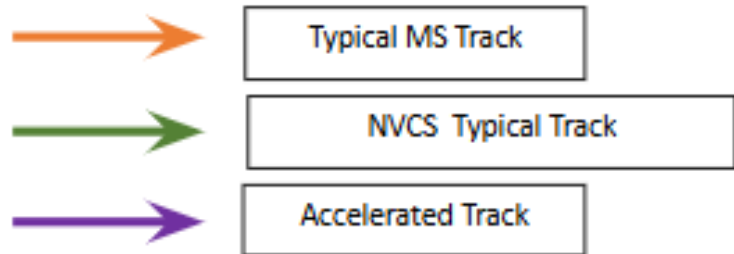
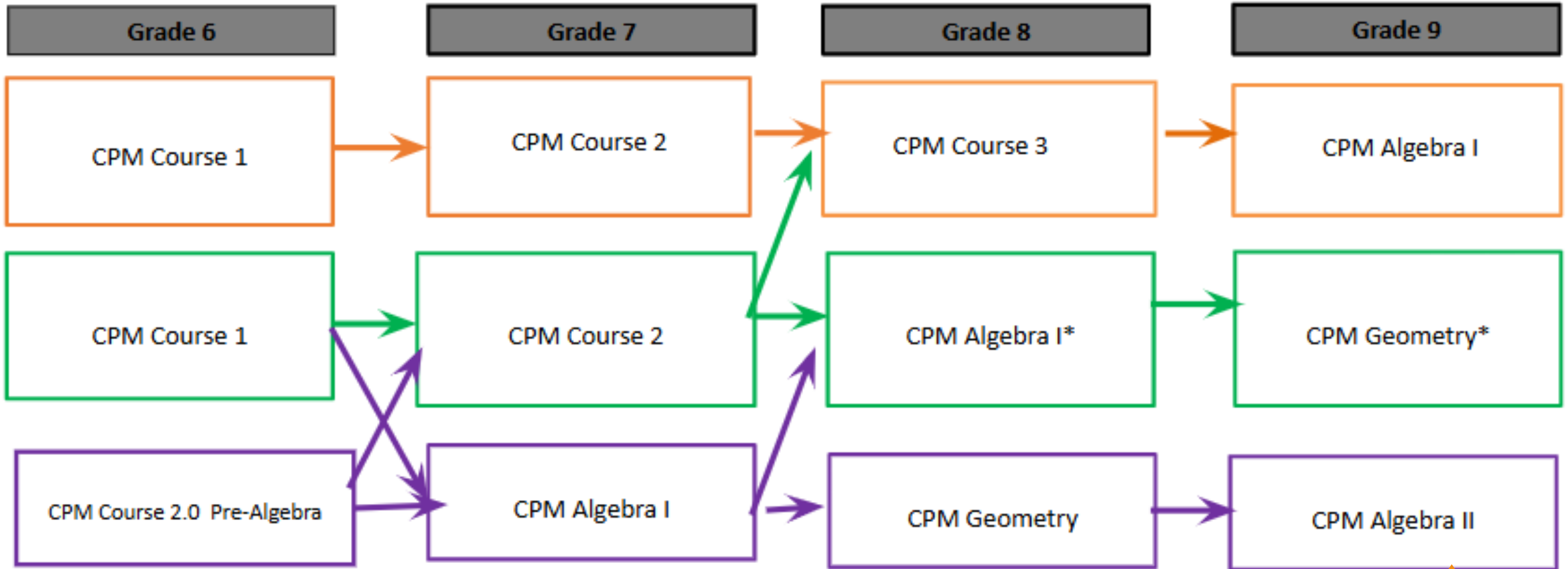
- Year 3 of Implementation
- Scope & Sequence Review
- constant data review and reflection (in class assessments, i-Ready, CMAS)
- 1 new grade level teacher
- Develop teacher, student, and alumni math perception surveys

2026-27

- Year 4 of Implementation
- continue to monitor local and state assessments
- analyze perception surveys to guide next steps

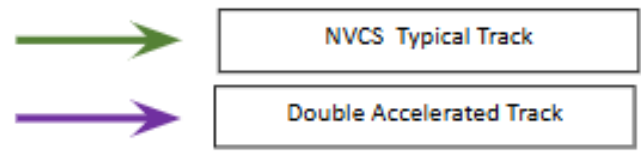
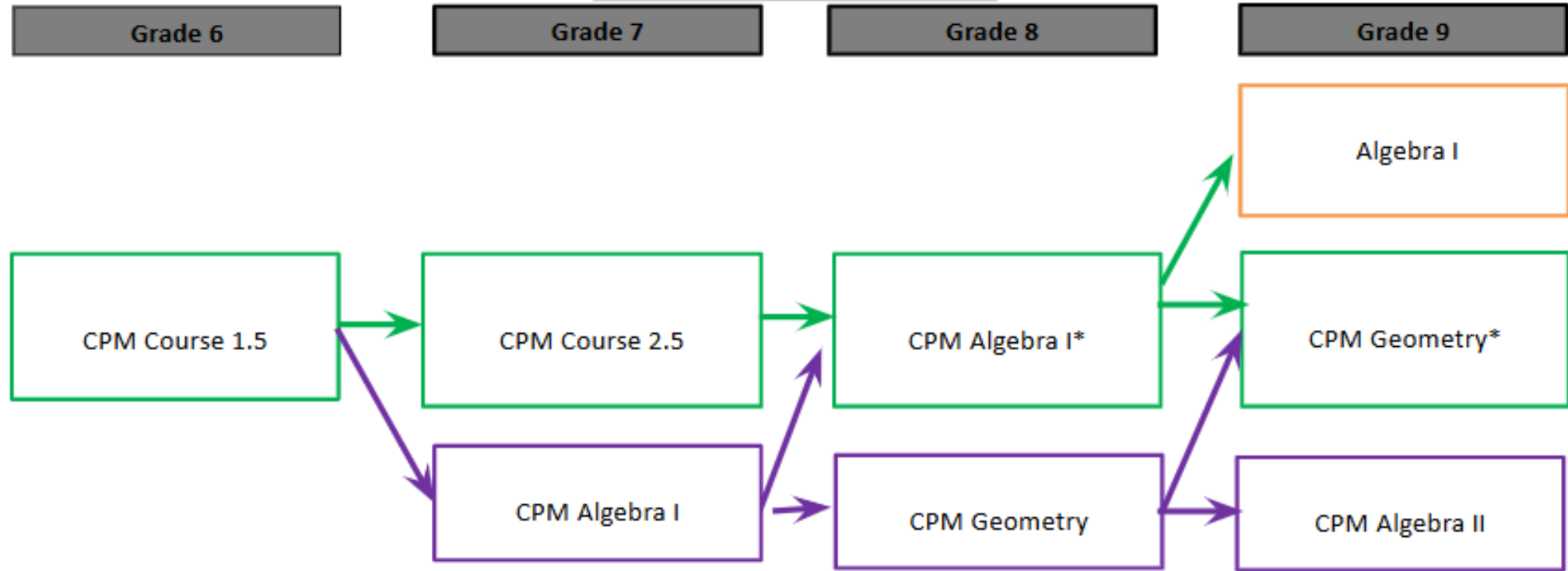
Math Tracks

New Vision Charter School



What we used to do

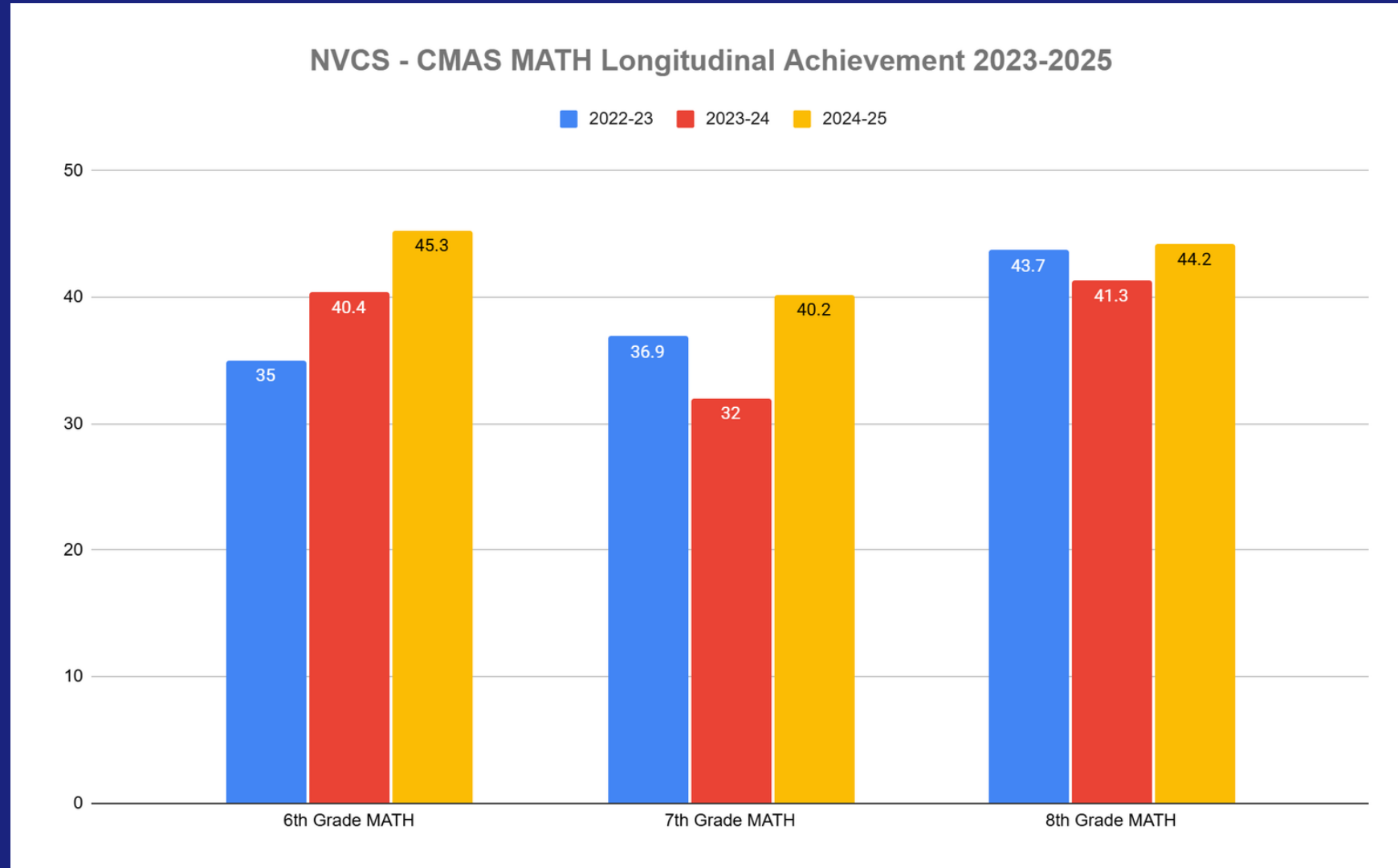
Math Accelerated Tracks New Vision Charter School



If it is determined that a student is ready to move into another track, they may be assessed by the classroom teacher and placed accordingly in the fall. All placements will be final after 10 instructional days. *Represents the typical track for a NVCS student.

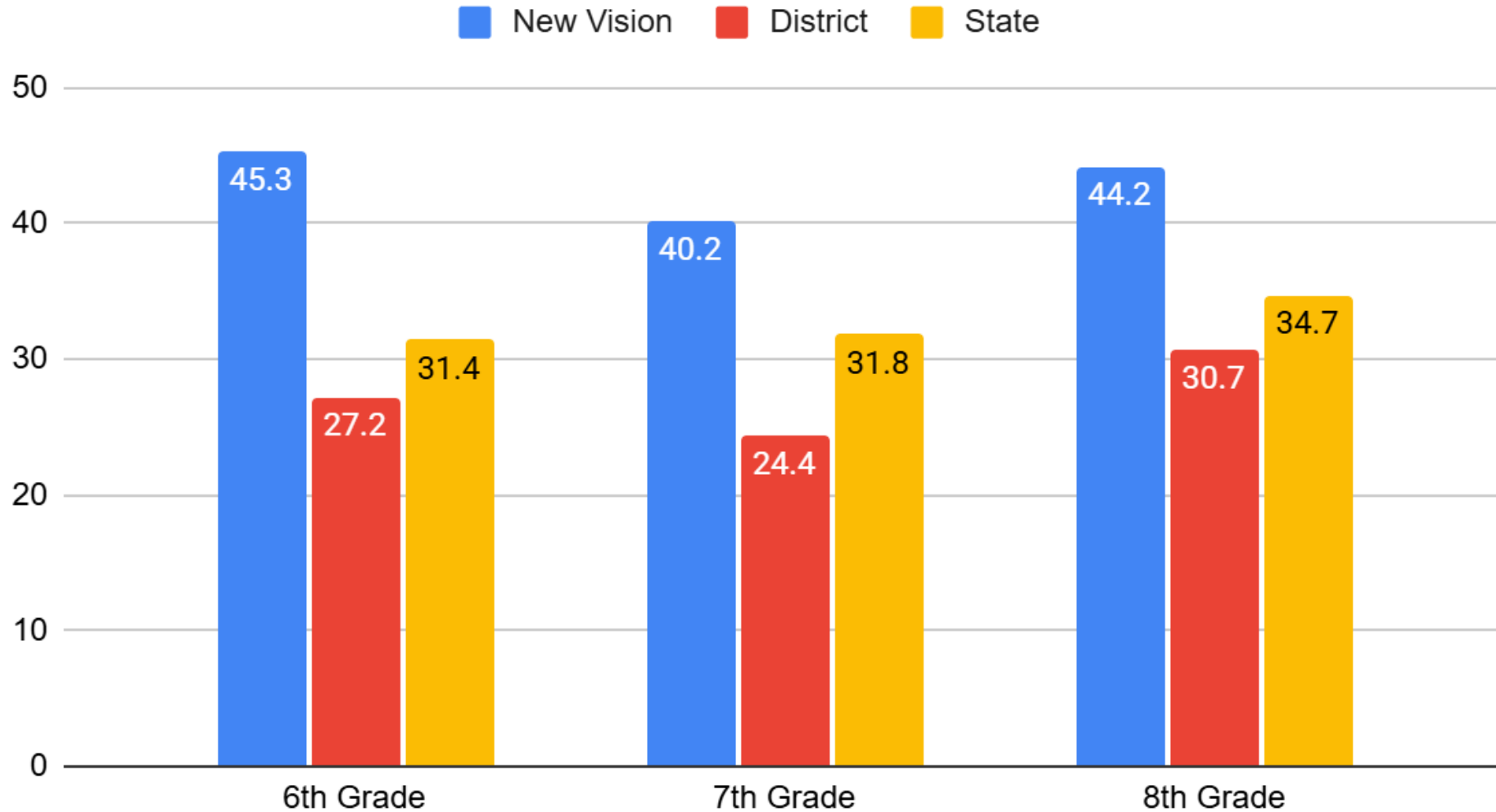
Data Validates Our Instructional Choices

- Significant improvement in math achievement
- Ongoing use of analytics to refine strategies
- Decisions guided by student outcome data
- Evidence demonstrates effectiveness of practices
- Reinforces commitment to high-quality math education
- Goal: next steps to



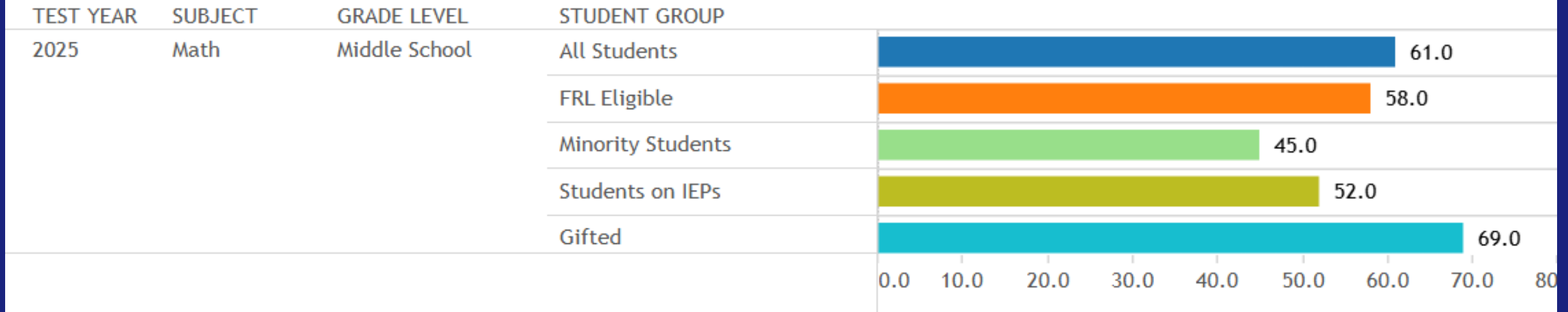
How Do We Compare?

Math Achievement Met or Exceeded 2025 CMAS



Student Growth

Cohort-Referenced Growth: Median Student Growth Percentiles



For CMAS, a Median Growth Percentile (MGP) of **50** is considered "typical" growth, representing the 50th percentile of student progress statewide.

Key details regarding CMAS growth targets:

Typical Growth: 36th to 65th percentile.

High Growth: Above the 65th percentile.

Low Growth: Below the 35th percentile.

Why Detracking Matters

Detracking to Enhance Accessibility

I. Equity and Access

II. Improved Academic Opportunities

III. Social and Classroom Benefits

IV. Instructional and Teacher Development

V. Balanced Perspectives from Experts

VI. Underlying Rationale in Research



Reflecting on Our Successes

Barriers

- Wide range of student readiness levels
- Increased instructional demands on teachers
- Family Supports
- Training & Development for new staff (Curriculum , differentiation, standards, etc)
 - Studies have shown that the teacher has a greater impact on student learning than any other variable (Darling-Hammond, 2000)

Benefits

- Equitable Access to Rigorous Math
- Reduced achievement gaps
- Higher expectations for all students
 - shared staff belief that all students are capable of learning
- Positive peer effects -
 - Increased Confidence & Belonging
- Improved long-term outcomes
 - More students prepared for high school math

If we expect kids to be losers they will be losers; if we expect them to be winners they will be winners. They rise, or fall, to the level of the expectations of those around them, especially their parents and their teachers.

Jaime Escalante

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Thank You!

We appreciate your
engagement and
questions!

**“
Your
feedback
helps us all
move forward
together**



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