

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, May 9, 2022 (5:00pm-6:30pm)
www.d11.org/Page/6992

Recording of meeting commenced at 4:55PM

Meeting Attendees:

Adam Ackerman, Alex Thompson, Ama Dei, Belle McDonald, Brenda Miller, Clara Hoellerbauer, David Khaliqi, Eric Mason, Grant Allen, Hillary Hienton, Jessica Wise, Julie Ott, Julieta Lechini, Lyman Kaiser, Marion Clawson, Mary Coleman, Megan Barry, Parth Melpakam, Stacy Brisben, Trish Nixon, Velvet Stepanek

Agenda discussion:

Benchmark Assessment Vendor – Dr. Eric Mason

The finalist vendor will be presented to the Board by Dr. Khaliqi on May 11th. The contract for the current vendor, Galileo K12/Imagine Learning, was a five year contract. Our basic understanding with procurement is at the end of five years, they have to go through at least some kind of a review process with a large product like this to make sure that they're still meeting our needs:

Why an RFP for District Benchmark Assessment System?

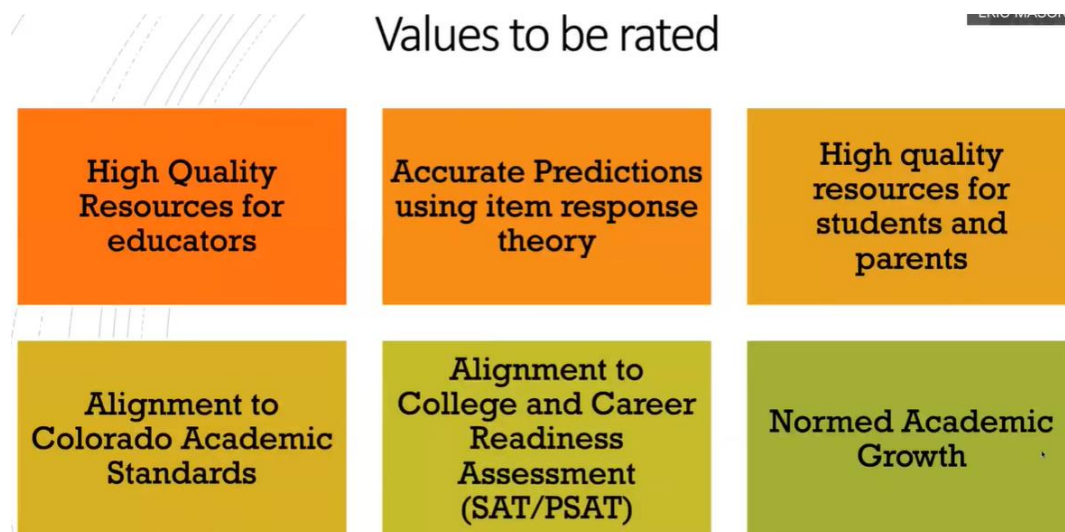
- Issues over the last 5 years indicated a competitive process was called for to provide the best product for D11.
 - Issues with scale score and criterion analysis producing inaccurate information related to state test predictions
 - Issues with significant technical interruptions
 - Reduced market share
 - Failure to improve parent and teacher resources
 - Lack of buy-in for product for high school users
- RFP was delayed for a year as a part of pandemic response

District Benchmark RFP Process



The decision team was made up by myself, Ashley Byers our Assessment Facilitator, Paul Bunge the Math Facilitator, Christa Ross the Instructional Technology Facilitator, Natasha North our Secondary Literacy Support, and Anna Stewart, Anthony Karr and Matthew Baldwin, who were our school representatives (two Principals and one Assistant Principal representing Elementary, Middle and High Schools).

This new system is an adaptive assessment, which is a significant difference from what we've had for the last five years. There are essentially two different types of Benchmark assessments. One is what is considered a comprehensive or a form-based test. This would be like a PSAT or SAT or CMAS test. Every student is generally receiving the same questions. You might have multiple forms, but everybody with that form is going to get the same question, going over the course of 40-50 questions to cover as many standards as possible. This new assessment does not use a form. It uses an adaptive assessment model. Essentially, a student would be asked a question, if the student gets that question right, they're going to get another question that is a little bit more challenging until they reach a question that they cannot answer, and then the test is going to try to narrow where that student is in their academic ability. One of the huge benefits of an adaptive assessment is that it generally gives us a better idea for students, at the lower academic achievement levels, of exactly how far we need to work to bring them up to grade level. It also tells us a lot more about students at the upper range who are working above their academic peers, and it gives us a little bit more information there. And it also does so much faster.



Finalist selection happened around February. The procurement proposal analysis report was released on the 12th of April. That is basically when the initial process was completed.

School Level Participants

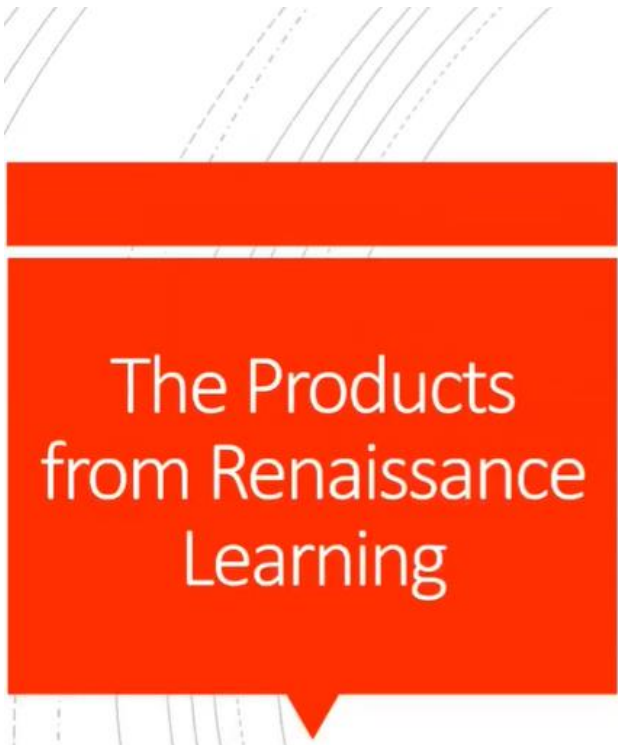
Finalist

Title	Number
ASSISTANT PRINCIPAL	2
INTERVENTIONIST	1
LITERACY SUPPORT SPECIALIST	1
LTE	1
PRINCIPAL	2
SUBSTITUTE TEACHER	1
TEACHER	9
TLC COACH	6
Total School Level	23

Education Insights has selected Renaissance Learning STAR Assessments in Math and Reading for the new District Benchmark Assessment System

Board of Education vote scheduled for May 11, 2022

What is the Star Math and Reading Assessment System?



The Products from Renaissance Learning

STAR READING

[Link to Vendor Site](#)

STAR MATH

[Link to Vendor Site](#)

Accurate, trustworthy data based on research so you
can confidently make decisions



85

STATE APPROVALS

The only assessments so
widely trusted



MORE THAN

1/3

of schools nationwide
rely on Star



**2.8
BILLION**

Data points guide
the development
of Star



100+

Studies show Star strongly
correlates with other
achievement tests



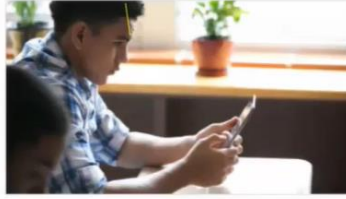
1,000,000

Star Assessments were administered
remotely in Spring 2020



Research Foundation for Star Adaptive Assessments: Science of Star

[Read the white paper »](#)



Core Progress for Reading: Empirically validated learning progressions

[Read the white paper »](#)



Core Progress for Math: Empirically validated learning progressions

[Read the white paper »](#)

School and District Research Department

Nationally recognized research into academic growth and achievement

[How Kids Are Performing: A Snapshot of K-12](#)

[Academic Performance and Growth Monitor](#)

Research

White papers



Research Foundation for Star Adaptive Assessments: Science of Star

[Read the white paper »](#)



Core Progress for Reading: Empirically validated learning progressions

[Read the white paper »](#)



Core Progress for Math: Empirically validated learning progressions

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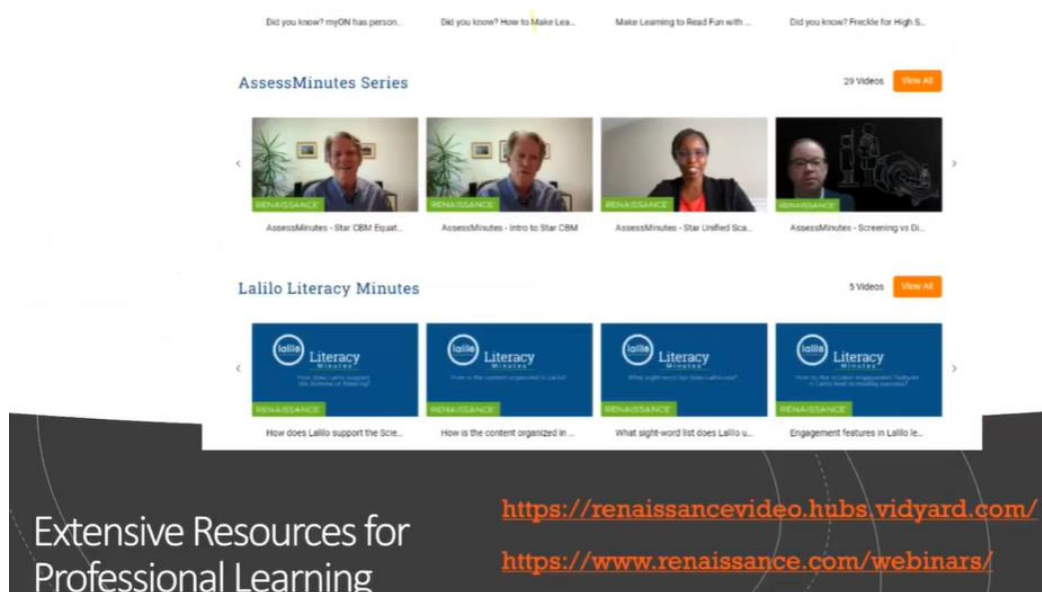
The Research Foundation for Accelerated Reader

[Read the white paper »](#)



What Kids Are Reading: 2022 Edition

[Read the report »](#)



My team will be working with IT and Learning Resource Services on how to train teachers, train principals, and train educators, first on how to give the test, and then on how to look at the data and use it effectively in instruction. Those trainings will take place sometime in August and September and then we will have to wait for half a year to give that second test, and then we'll do another round of training for educators on how to look at growth scores. You need two tests to get a growth score.

The first round of trainings, we have to get our school assessment coordinators, whoever that might be for high school down to elementary ready to at least give this test. That is the number one priority. That will be done with in person training for our LTEs, Librarians and our School Assessment Coordinators. That will happen in August to make sure they can give the test in that first couple of weeks of September. Basically, a train the trainer model will be used. When we start with the educator training, there's a couple of rounds of this. We're going to spend some time with our principals, so that they understand it and our building leadership teams, and our assistant principals. So, we will be presenting at K12 with live presentations on how to understand some of these reports, and some key reports to start with. My team is going to be doing some on the ground trainings for teachers, and then we are going to be asking for teachers to participate in a mandatory training. It will be mainly flipped learning. They will be in a Schoology course, and we will have some videos to watch and some things to go through, but then our team will be available providing several opportunities throughout that fall where teachers can quickly call in or check in by video and ask additional questions about reports and/or anything else in particular. Then throughout the year, my Facilitator team will be pulled in by schools to do work with departments within the schools. My team will also be working on an in person training that can be taken for credit through the Professional Learning department. The idea is to give educators a lot of opportunities to learn about this new system throughout the course of the next three years, because we understand this obviously can't get done in a single year. It is important to understand that this is a standardized assessment. It is not meant to solve all the problems of education or instruction. So, the District Benchmark has a particular helpful, but

narrow purpose. The standardized assessment that we use for the District Benchmark, allows us to do program evaluation, it allows us to give a standardized understanding of where students are in their academic growth throughout the year, so we are not waiting until July to understand where our students are. So, those two pieces, the program evaluation piece, and the academic growth piece that can happen throughout the year, does give educators a great starting point for understanding for which students may need additional intervention. But it is not going to tell teachers what to teach next week or tomorrow. That is not what a standardized assessment is meant to do. It is meant to be followed up with a healthy common assessment system where we have teacher created assessments that they are building to specifically address the needs of their students. So, this test will be fully integrated into the training that we do in our department where teachers work together to build assessments for learning that are more targeted towards the student and the needs that they have. Ashley and Brittany have been doing that this entire year through another system, our formative assessment system, which is called Performance Matters.

I. Research across regional districts – Dr. Jessica Wise (Colorado College)

The Quad Innovation Alliance is a joint initiative between Colorado College, PPCC, UCCS and the USAFA. Born from a vision to retain more talented graduates, here in Colorado Springs, the Quad offers paid project based learning opportunities for students and recent grads to gain market ready skills and professional experience. We are the only higher educational alliance in the nation to combine a nationally prominent liberal arts school with a state research university, an award winning community college and U.S. Service Academy we have some students pursuing or just finishing masters degrees, while others are working on their bachelor's and associates. We have athletes, parents, 2nd and 3rd career professionals, math and anthropology majors and everything in between. And the power of this diversity really can be seen in the results of our work. Tonight, the education team is here to present their results of a semester's worth of research on the landscape of public education and Colorado Springs. I want to emphasize that the Quad is one year into a three year study on public education in the city. Our very broad task, with which we were assigned, was to compile a very large database with information on each of the city school districts to better understand how education across the city is working. That is, which students are succeeding, where that is, and where the greatest obstacles to providing education to our students across the city. An important note, we are not studying all of the El Paso County school districts, because we do not have the capacity, so we decided to focus on Colorado Springs which includes Harrison District 2, District 11, Cheyenne District 12, Academy District 20 and Falcon District 49. We started last semester by compiling data on these five districts and comparing the performance just at the district level. So, we were looking at pupil membership trends, student demographics, CMAS scores, graduation and drop out rates, and district funding, amongst some other things. This semester, the students decided to take the study a level deeper to study, specifically student performance at the high school level across the city. I just want to very publicly embarrass my students by saying how incredibly proud I am, of the work that they've done. I think this audience is particularly aware of what a lofty task it is to try and understand education across the city of Colorado

Springs on an in depth level. I would also like to emphasize is that this study is ongoing, and we've really enjoyed working with the local school districts. We encourage we hope you will ask questions tonight and give us some feedback.

Our Team



Grant Allen
UCCS
Business
Information
Systems



Julieta Lechini
Colorado College
Anthropology



Jeremy Murphy
USAFA
Foreign Area
Studies, Poli Sci



Molly Moriarty
USAFA
Mathematics



Alex Thompson
PPCC
Psychology

Scope of Research

- Intra-District Performance → High Schools
- Student Demographics
 - Race and Ethnicity
 - ELL (English Language Learners)
 - Economically Disadvantaged/ FRL (Free and Reduced Lunch)
 - Students with Disabilities
- Performance → Graduation Rates
- Growth → PSAT/SAT
- AP Enrollments and Offerings
- School Spending
- Student Migration

Methodology

Our Process:

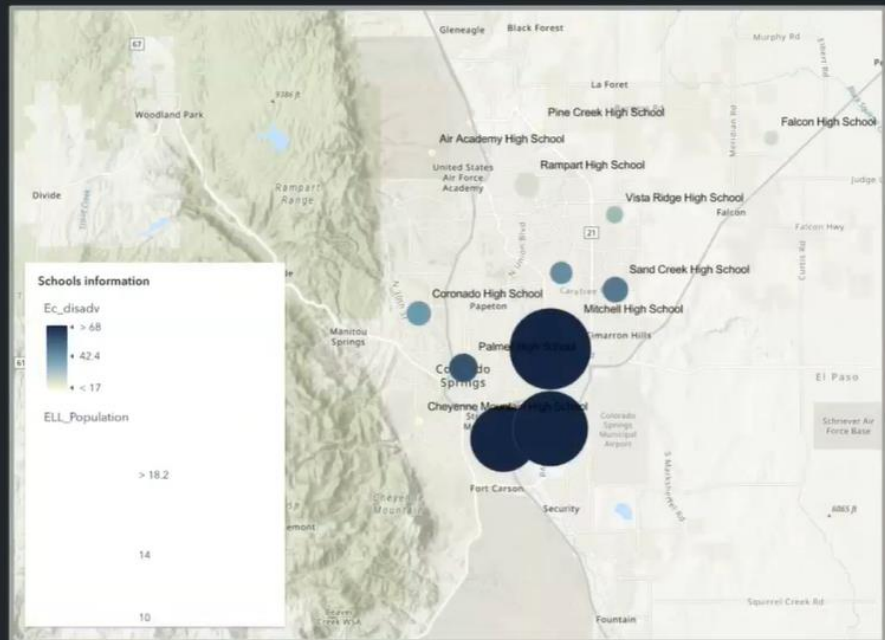
1. Established metrics for assessing demographics, performance, and growth.
2. Pulled relevant data from the Colorado Department of Education and compiled data into a master database.
3. Performed a series of correlation matrices and linear regressions to identify relationships between data points.
4. Worked with GIS Mapping instructor, Matt Cooney, at Colorado College to map the correlations we identified and create a visual representation of our findings.

Demographics

- In Colorado Springs city school districts, there is a very significant positive correlation between populations of economically disadvantaged students, ELL students, and Minority students.
- Positive correlation between economically disadvantaged students and students with disabilities.
- Harrison District 2 and Colorado Springs District 11 have the highest percentages of these overlapping student populations.



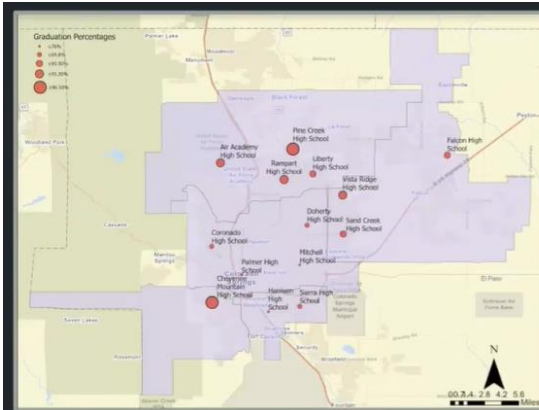
Demographics: Economically Disadvantaged & ELL



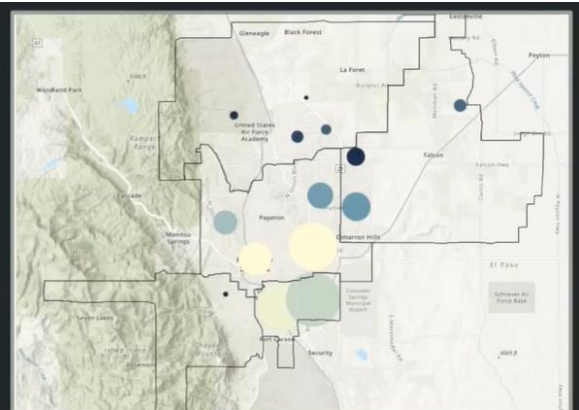
Performance: Graduation Rates

Grant Allen

- Measured by 4-yr Graduation Rates.
- Top Performing: Cheyenne Mountain (96.5%), Pine Creek (95.7%), and Air Academy (95%).
- Lowest Performing: Mitchell (58.6%), Palmer (73.6%), Harrison (76%), and Sierra (78%).
- Socioeconomic status is the largest contributing factor to performance outcomes.
- Population of ELL students and students with disabilities are also negatively correlated to graduation rates.



4yr Graduation Rates



Graduation Rates and FRL population

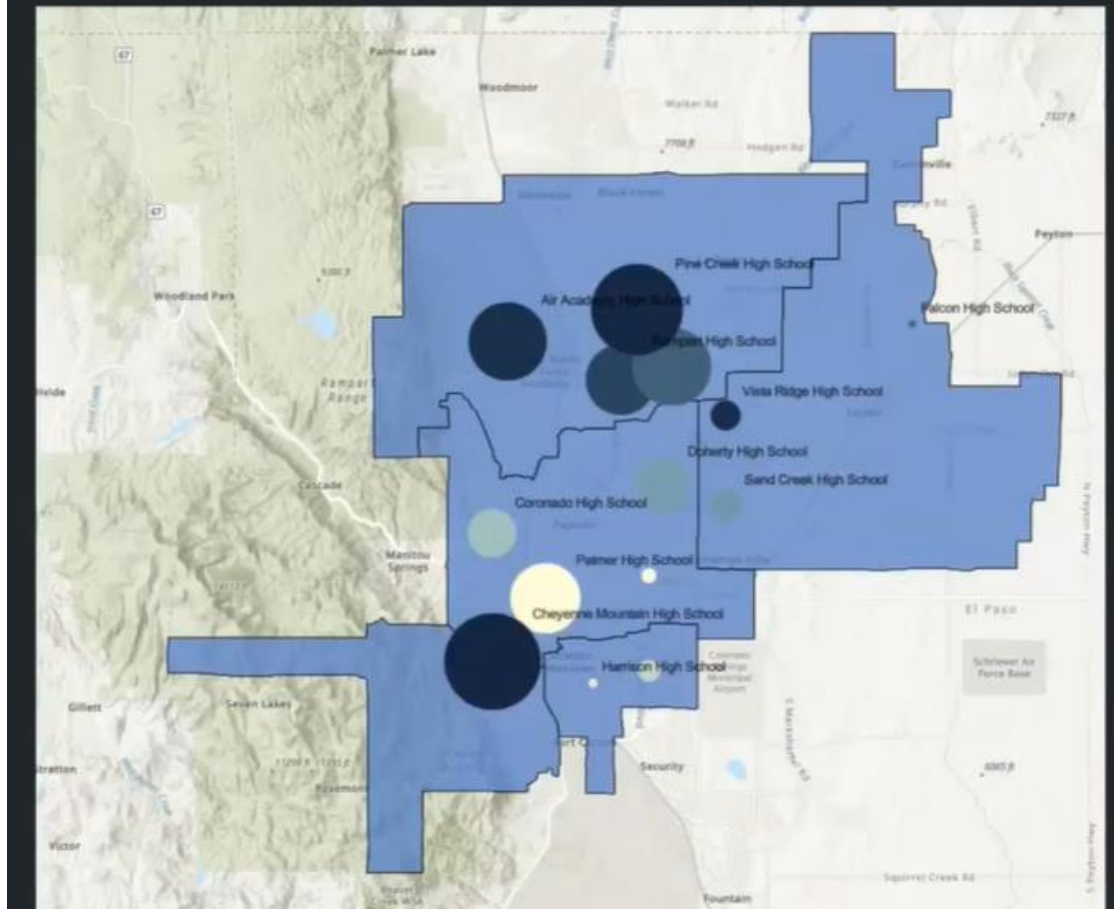
Performance and Demographics: Key Takeaways

- Some students face multiple obstacles to attaining performance outcomes similar to their peers from different backgrounds.
- Schools with highest percentages of FRL, ELL, and students with disabilities have lower performance than other schools. However, there is a significant disparity in performance at the high schools with the highest percentages of these student populations.

Growth

- What is Growth?
- Why did we measure Growth?
- Major takeaways:
 - Growth and Performance are generally positively correlated.
 - FRL and ELL students show the worst growth across all high schools in all districts.
 - Some schools have exceptional disparities between growth and performance and should be considered for future study.

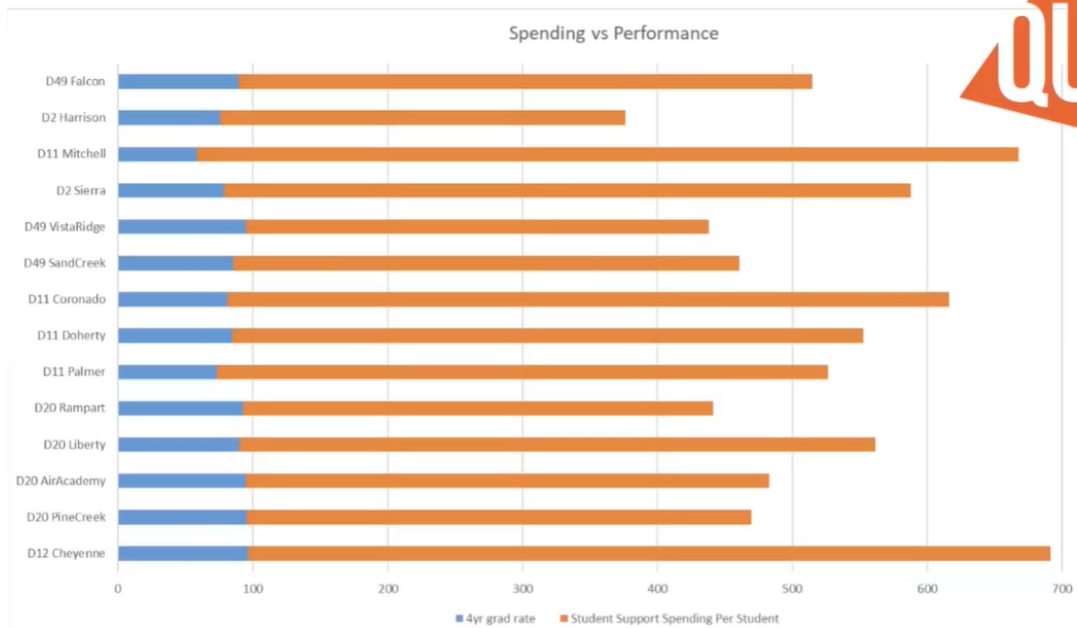
Growth and Performance



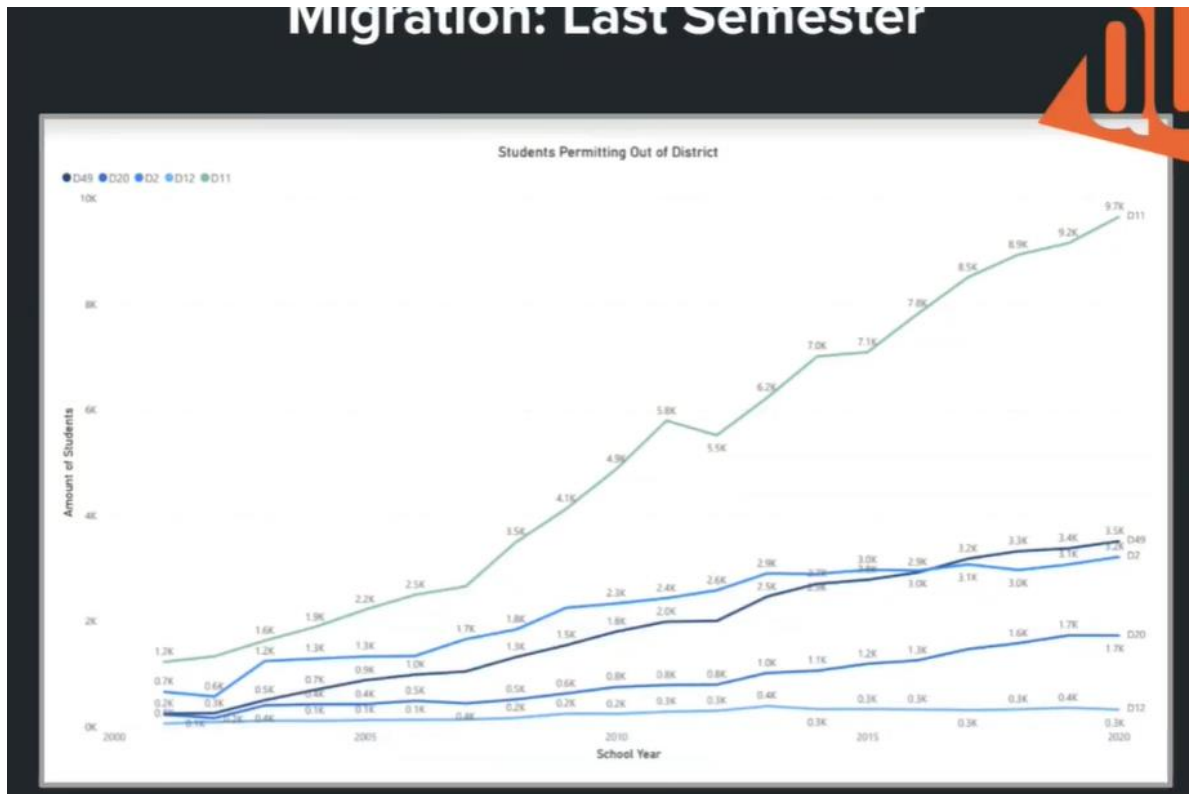
Growth: Other Key Takeaways

- Schools with lower populations of FRL students demonstrate better growth with that population than those with higher populations of FRL students.
- Doherty (43% FRL) and Palmer (54% FRL) stand out as exceptions: high FRL growth.
- Doherty and Falcon have smallest growth gap between non-FRL and FRL students.

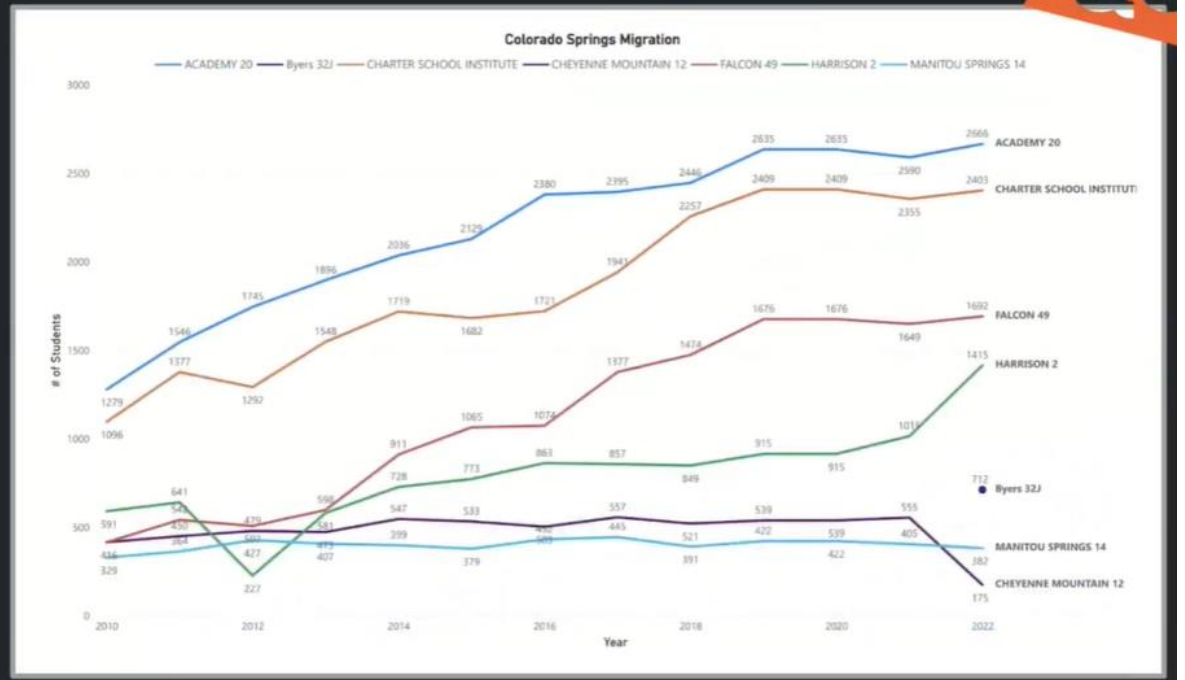
District and School Spending



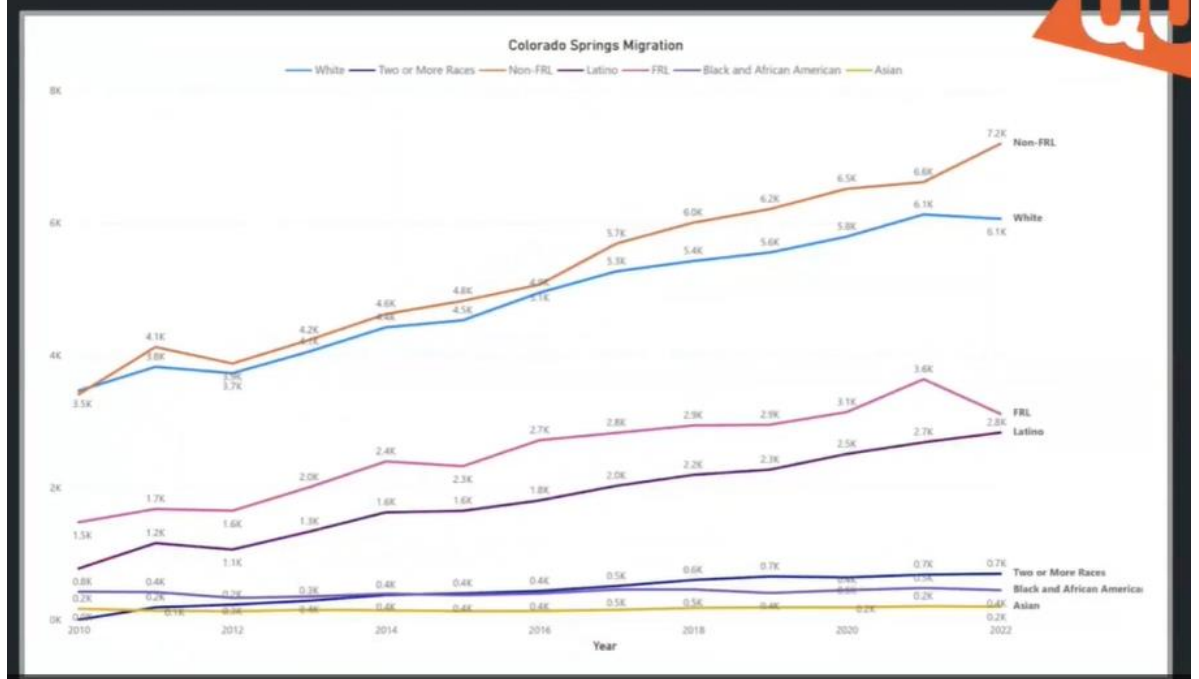
Migration: Last Semester



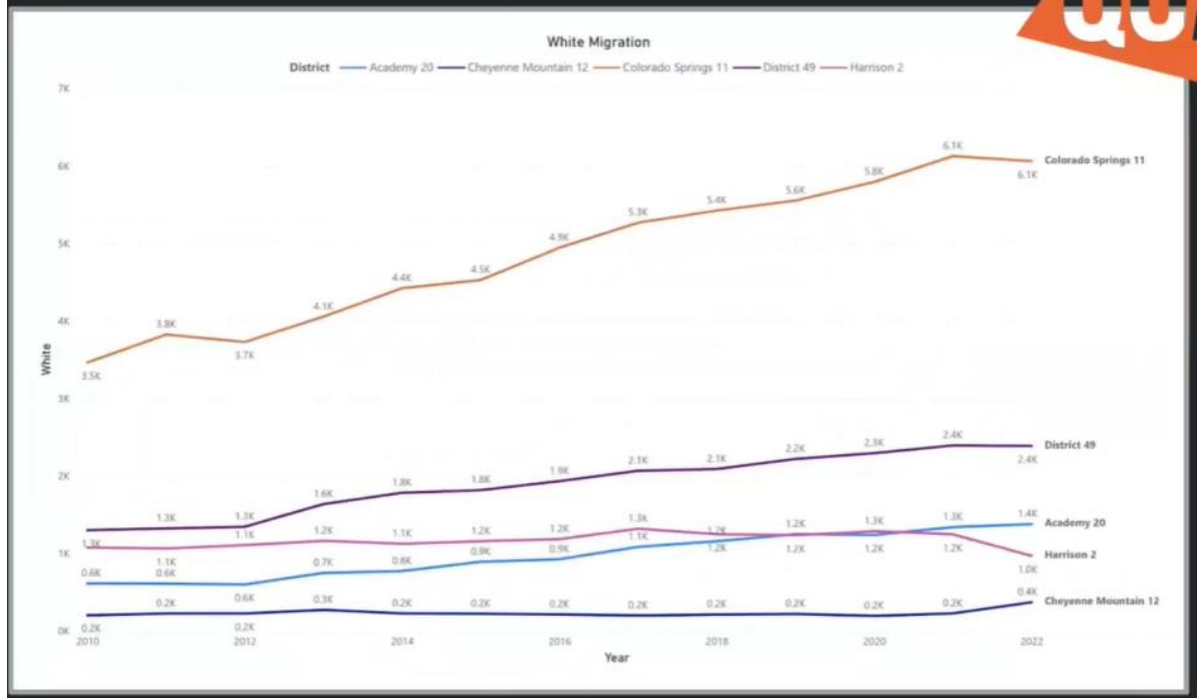
Migration: Colorado Springs D11



Migration: Colorado Springs D11



Migration: Colorado Springs D11



Migration: Other Districts

- Harrison D2:** Student migration has decreased slightly in the last few years. Students primarily migrate to: D11, CSI schools, and D49.
2,605 Students.
- District 49:** Increasing and largest migration to Academy District 20.
3,834 Students.
- Academy 20:** Relatively small numbers. Students mostly migrate to: D49, D38, and CSI schools. Decreasing student migration to D11 over last 3 years.
1,936 Students.
- Cheyenne Mountain 12:** Smallest amount of student migration. Sharp increase in migration to D2.
561 Students.

These findings can be found here:

<https://storymaps.arcgis.com/stories/3a5da31c4e434d5fa3a305dc0eb6d857>

II. **Loop Closure – Marion Clawson** (time did not allow for this discussion)

Meeting adjourned at 6:PM

Meeting agenda and minutes can also be found on the D11 Accreditation website here:

<https://www.d11.org/Page/6992>