

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Mr. Michael Gaal, Superintendent
Phoebe Bailey, Chief of Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

May 11, 2023

Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight, LouAnn Dekleva, Community Engagement Volunteer Administrator-D11 Engage – 20 minutes
3. Gifted and Talented Update and questions – Emily Andrews, Gifted & Talented Facilitator – 20 minutes
4. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 10 minutes
5. Budget Subcommittee Update – Amanda Huber, Budget Chair –10 minutes
6. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 10 minutes
7. Membership Update – Lauren Walker, Vice Chair/Membership – 5 minutes
8. DAC End of Year Report – Velvet Stepanek, DAC Chair – 10 minutes
9. Family School Community Partnership (FSCP) End of Year Report – Velvet Stepanek, DAC Chair – 10 minutes
10. DAC Plans for next year – Velvet Stepanek, DAC Chair – 5 minutes
11. Election of DAC Chair and Vice-Chair – Velvet Stepanek, DAC Chair – 5 minutes
12. Discussion of DAC Charges for next year – Velvet Stepanek, DAC Chair – 5 minutes
13. Closing– Velvet Stepanek, DAC Chair – 5 minutes



Staffing Model

	Elementary School	Middle School	High School
FTE (GRT)	.5 and 1.0 32 schools 17 FTE	.5 and 1.0 7 schools 6.2 FTE	.6 and 1.0 5 schools 4.5 FTE
FTE (GMP)	2 schools 6.5 FTE	2 schools 11.5 FTE	
ESSER-Funded 5.4 FTE	16 schools	3 schools	1 school

Dial-in Supports

Gifted Program Specialist
GT Facilitator

Identification

- a robust body of evidence
- quantitative evidence
- qualitative evidence
- the use of local norms



14 Areas of Gifted Identification

	Tier 3 (95%ile and above)	Talent Development (85th-94th%ile)
Academic Areas	1584	905
Talent Areas	174	34

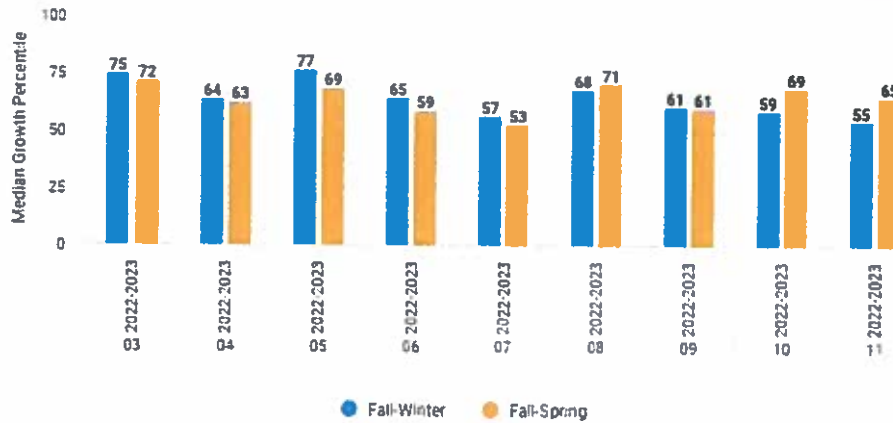
Multilingual Students	114
-----------------------	-----

Gifted Education in D11 is committed to:

- Gifted and Talented Students will demonstrate growth in areas of giftedness.
- Gifted Resource Teachers will support the academic growth of GT students in their area(s) of Academic identification.
- Gifted Resource Teachers will support the talent growth of GT students by connecting students with resources and opportunities in their area of talent.

Tier 3 Math students overall demonstrate growth in Math

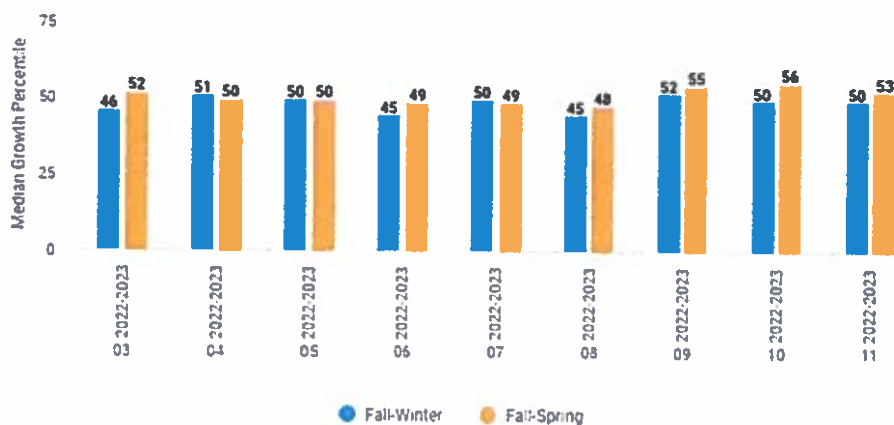
Math Median Growth Percentiles by Test Grade



7

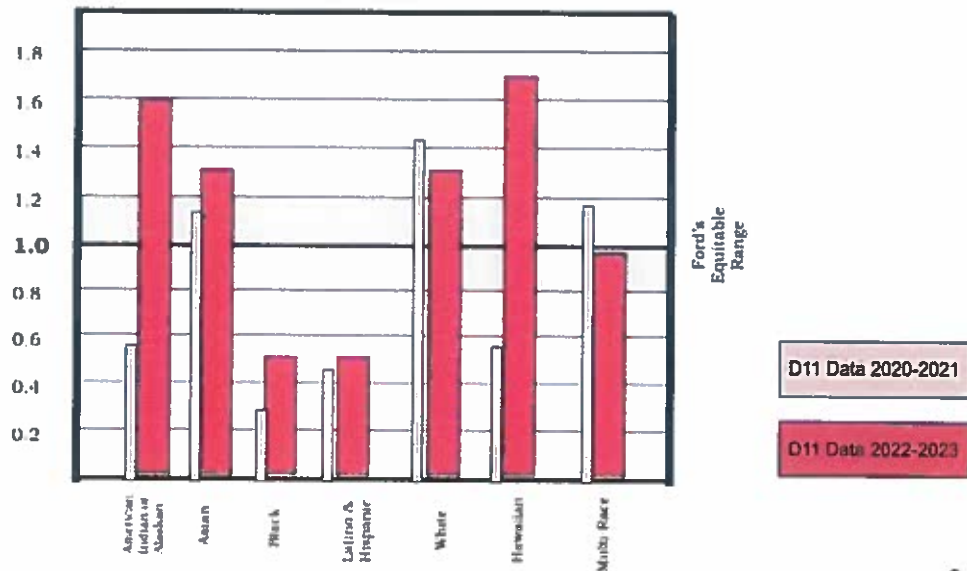
Tier 3 Reading students overall demonstrate growth in Reading

ELA Median Growth Percentiles by Test Grade



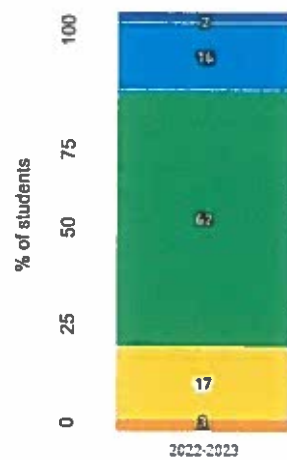
8

D11 Representational Index



9

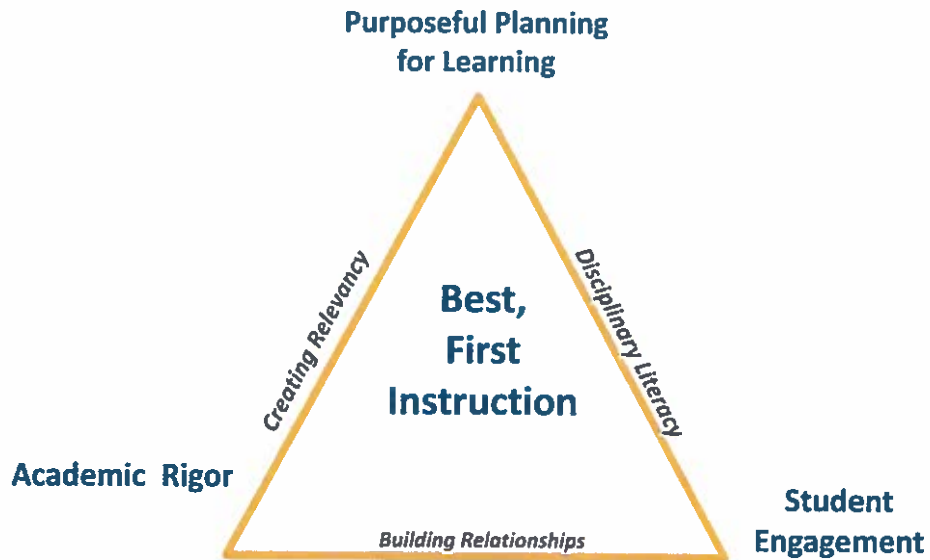
The Forecast



Grade 2 Overall Verbal Quantitative and Nonverbal CogAT Results

Very High Above Average Average Below Average Very Low

10



Slides: tinyurl.com/BFIforGT

11

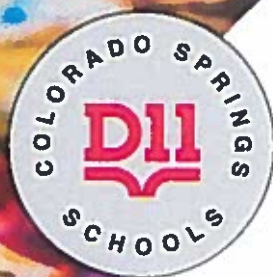
Specialized Programming

- Creativity Assessments at Middle School
- D11 Talent in Pikes Peak (TIPP)

Conference Presentations

- CAGT Conference
- ESSU Meeting





GT Priorities

- Students will demonstrate growth in areas of giftedness
- Staff will continue to identify the academic top 15% reflective of the school
- Provide Professional Learning for Gifted and General Education staff



Parental Involvement

- GT Advisory Committee (GTAC)
- GT Champions
- Parental Advocacy

**STUDENTS
NEED
YOU!**



We Want: GIFTED & TALENTED CHAMPIONS!

We Need: Your  and 

Extra time? Invest it with us.

Unique skills? *Please* share them.

Innovative ideas? We'd love to hear them!

If you would like to **learn
more** about how you
can support gifted
students:



**Thank you for
your time**



Date: May 9, 2023

From: Velvet Stepanek
Chair – District Accountability Committee School District 11

To: Board of Education
Michael Gaal, Superintendent School District 11

Dear Board of Education Members and Mr. Gaal,

Enclosed is the complete end of the year report from DAC and its various subcommittees. We have also included a *preliminary* set of charges for the 2023-2024 academic year.

The following items are included in this package:

- 1) End of the Year DAC Report and Proposed 2023-2024 Charges
- 2) End of the Year DAC Accreditation Subcommittee Report
- 3) End of the Year Training and SAC Support Subcommittee Report
- 4) End of the Year DAC Budget Subcommittee Report
- 5) End of the Year DAC Charter School Review Subcommittee Report

I look forward to discussing the report and answering your questions during the Board of Education Meeting on June 7.

Respectfully Submitted,

Velvet Stepanek
Chair – District Accountability Committee

School District 11 – District Accountability Committee (DAC)

2022 – 2023 School Year Annual Report

A. DAC - General Observations

The School District 11 DAC and our supporting subcommittees are pleased to present this end of the year report for the 2022-2023 school year. This year has been spent building new relationships and adapting to new processes, the DAC and its subcommittees have been flexible and pressed on with our work. The DAC and its subcommittees have had another productive year. The DAC was effective in accomplishing its charges and continued to grow from its strong foundation from previous years. This report highlights the tasks we performed and the results.

This section provides general comments and observation to our overall work this year by the DAC and the DAC subcommittees:

The DAC continued to maximize partnerships with parents, community members, schools, district administration and the Board of Education (BOE) to provide guidance that focused on “Students First” as in previous years.

The DAC appreciates the support and assistance provided by Michael Gaal, District Superintendent, and Phoebe Bailey, Administrative Liaison to the DAC. Mr. Gaal has been very open and collaborative with input from the DAC. This has facilitated an open exchange of information between the DAC and district administration. This has happened through monthly one-on-one meetings with Mr. Gaal.

The DAC appreciates the support and assistance of Laura Hronick, Executive Director Financial Services, and Kris Odom, Interim Chief Operations Officer with the DAC Budget Subcommittee. The DAC appreciates the support and assistance of David Khaliqi, Chief of Strategy & Data Acquisition Education Insights with the DAC Accreditation Subcommittee. The DAC appreciates the support and assistance of Scott Mendelsberg, Area Superintendent with the DAC Charter School Review Subcommittee.

The DAC appreciates the outstanding support and assistance from all District personnel. They have been willing to provide detailed presentations and participate in thoughtful and critical discussions at DAC meetings and SAC Trainings.

The DAC deeply thanks Trudy Tool, Administrative Support to the DAC, for her amazing work. The DAC only functions successfully because of her support, coordination, scheduling, and experience. Thank you does not seem sufficient for all she does.

Thank you to the DAC subcommittee chairs: Marion Clawson, Amanda Huber, Lauren Walker, and Lyman Kaiser for their leadership throughout this year.

Inspire every mind.

Thank you to all the full DAC members and subcommittee members for serving. Your thoughtful questions and discussions while keeping our D11 students first in your mind continue to make our district a better place.

B. DAC Committee Work by Charge

- 1. Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.**
- 2. Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.**

- The DAC continued to focus on communicating and providing support to SACs. We reached out to all school principals at the beginning of the school year to emphasize our willingness to help wherever needed in support of their SACs.
- All traditional D11 schools reported having a SAC chair this school year. The DAC did reach out to D11 charter schools but did not receive feedback from all of them.
- The DAC continued to publish monthly newsletters about DAC proceedings, updates and deadlines for SACs, recommended monthly topics for SAC meetings, what is happening in the district and the state, and a spotlight on positive news happening at our schools. All DAC newsletters are available at: <https://www.d11.org/Page/5938>
- The DAC worked with District Administration in recruiting parents and community members to serve in SACs at every D-11 school for the 2023-2024 year.
- The parent DAC members reached out to SAC chairs at 5 to 6 schools to provide support and solicit input throughout the school year.
- Four SAC training sessions were scheduled, one in each quarter. Four sessions were held to help prepare SAC members to carry out their responsibilities at the school level. Mr. Lyman Kaiser and the Training and SAC Support Subcommittee, working with DAC and District Administration, provided a wide variety of informational presentations. The family learning institute training was included in these sessions again this year. More information about the sessions provided are in the Training and SAC Support Subcommittee attached to this document. Handouts from the training sessions are available at: <https://www.d11.org/Page/1904>

- Attendance was recorded at meetings this year. Using a hybrid meeting format sometimes made this a challenge. 43 schools attended one or more of the SAC trainings. Six of our traditional schools, one of our opportunity schools, and 3 of our charter schools did not attend any SAC trainings. Recordings of the training and DAC meetings were made available for future use. These recordings are available at: <https://www.d11.org/Page/17241>
- The DAC continued to make available the option of meeting with individual SAC members and/or schools to answer specific questions and concerns.
- A SAC Training Handbook was updated and made available for all SACs.
- The full DAC and SAC trainings were held as hybrid meetings. DAC Accreditation Subcommittee met via WebEx video conference during this school year. DAC Budget Subcommittee met via WebEx video conference and in-person during this school year. The DAC also encouraged all SAC chairs to work with their principals to hold hybrid SAC meetings this school year.

3. Support the District's efforts on determining the why, how and what of assessment.

- The full DAC and the DAC Accreditation Subcommittee provided feedback on the Unified District Improvement Plan (UDIP).
- The DAC Accreditation Subcommittee provided feedback on the Unified School Improvement Plans (USIPs) of all priority improvement and turnaround schools.
- The DAC refreshed it's knowledge on School Performance Frameworks (SPFs).
- The DAC reviewed Colorado Measures of Academic Success (CMAS) scores from 2021-2022 school year.
- The DAC Training and SAC Support Subcommittee provided training for SACs on how to use STAR at the school level to improve instruction.
- The full DAC provided feedback on READ Act and Acadience data.
- The DAC Accreditation Subcommittee participated in the analysis of STAR assessment results as well as Acadience data and provided feedback.
- The DAC Accreditation Subcommittee reviewed the capabilities of the Performance Matter tool to be used for common interim assessments and for data review.

- The DAC Training and SAC Support Subcommittee provided training for SACs on how to use district benchmark data at the school level to improve instruction. Training on parent reports was provided.
- 4. Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. E.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan.**
- Learned more about the superintendent's vision and restructuring plan with Area Superintendents.
 - Continued to support the AMP work. This included getting details on Best First Instruction (BFI), pathway schools, quality neighborhood schools and college and career opportunities.
 - Learned more about the AMP plans for next school year. This included timelines and pathway school supports.
 - Asked questions about and supported dyslexia programming in the district.
- 5. Participate in at least two joint work session with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.**
- Presented feedback from the DAC Budget Subcommittee on the Budget Modifications.
 - DAC Accreditation Subcommittee provided feedback for Priority Improvement and Turnaround schools Unified School Improvement Plans (USIPs).
 - Provided a written and verbal reports to the BOE on the charter school transfer applications.
 - Participated in monthly one-on-one meetings with Superintendent Gaal. Held conversations with Phoebe Bailey as needed to accomplish charges.

C. Additional DAC Accomplishments

- DAC Spotlight was continued as a regular agenda item in many DAC meetings. D11 teachers, staff, schools, and volunteers were recognized for their contributions in making a difference in our district.
- The monthly DAC newsletter continued to be circulated via email to SAC chairs and principals. It is available on the DAC webpage.

- The DAC webpage is regularly updated with information pertinent to SACs and the parent community.
- Encouraged SACs to review One Plan major improvement strategies and action steps at each meeting.
- Encouraged SACs to review 5 Essentials Data with their school community.
- Encouraged parent participation in the 5 Essentials Survey.
- Advocated to continue to get SACs invited to Summer Symposium meetings to help develop One Plans.
- DAC Accreditation and the DAC recommended 8 schools for *Accreditation with Distinction* (SPF score greater than 74). These schools included Academy ACL, Bristol, Chipeta, Howbert, Odyssey ECCO, Scott, Stratton, Taylor, and Trailblazer.
- Reviewed and reported on the Independence Hall Academy new charter school application.
- Reviewed and reported on the Colorado Military Academy, James Irwin Charter Academy, and Colorado International Language Academy charter school transfer applications.
- Learned more from the Student Support and Engagement team about work being done to support students.
- Learned more about the new math curriculum and the parental support available.
- Learned more about the Goal Academy work at Holmes Middle School that has made a huge difference for positive behavior for their community.
- Listened to updates from the D11 Family Community School Partnership (FSCP) Collaborative and provided support.
- Learned more about Title funding.
- Learned more about the community liaison work in the district.
- Gave input on updates to KB – Family Engagement Policy.
- Got an update on Early Warning Systems tools.
- Learned more about school-based budgeting and the program the district is planning to use.
- Received updates on the 2000 Mill Levy Override Plan Amendment and provided recommendations to the BOE.
- Received regular updates from the DAC subcommittees and their work.
- Six DAC members served on fund balance task force.

Inspire every mind.

- Lyman Kaiser served as the DAC representative on the Capacity Committee for 2022-23.
- Velvet Stepanek co-chaired the D11 FSCP Collaborative team with LouAnn Dekleva, D11 Engage. The collaborative received support from the Colorado Department of Education.
- Lyman Kaiser served as the DAC representative on the Policy Committee for 2022-23.
- Two DAC members, Velvet Stepanek and Sherry Butcher, participated in the naming committees for naming the gym at Jenkins Middle School and naming the library at Scott Elementary School.
- Recruited new DAC membership for the full DAC and the DAC subcommittees by using district communication and neighborhood social media.

D. Recommendations for 2023-2024

The DAC leadership believes the district is continuing to successfully implement the Strategic Plan. Successful marketing of schools, programs, and pathways has started to slow enrollment losses. This school year has been another year of change. The academic challenges are known because of the use of benchmark assessments. The PowerSchool implementation and training is stronger but still a work in progress. Mental health and safety for students and staff remains a priority. The Academic Master Plan work is continuing with the work on Best First Instruction and the addition of pathway schools at the elementary level. Work on the Facilities Master Plan is restarting as the Academic Support Plan. The DAC will be continuing to work to provide input, monitor the plans, and encourage communication. Here are some of our recommendations:

- The DAC believes the district and its students would benefit from greater focus on streamlined two-way communications. The DAC strongly supports careful evaluation of the current multi-school, multi-level pilot program under the leadership of Natasha Davis, D11 Engage, using the Reach Well application (supports approximately 130 languages) for possible full deployment in D11 schools.
- Clear communication needs to continue and strengthen to students and families on learning paths and their relevance, including practical information on how parents can support their students' needs through PowerSchool, STAR test reports, Eureka Math, Dreambox, Individualized Career and Academic Plan (ICAP), etc.
- The DAC plans to continue to strongly promote family-school-community partnerships. There is an opportunity for all to participate in engagement which launches student learning. Like a space launch, engagement requires frequent, **coordinated**

communication among the support team. Everyone involved, educators, parents, students, administrators, and community, has a role to play. There is opportunity for all.

- The data from this school year, benchmark and SE, shows that the efforts of major improvement strategy (MIS) 1, Best First instruction, were the main focus of the district. The DAC asks that the district follow through with the plans for improved family engagement in the next school year in MIS 2. The D11 FSCP Collaborative, D11 Engage, and the Family Engagement Coordinator should be involved in leading this effort, while area superintendents should drive this as needed into their schools.
- Professional learning needs to be available for staff and families on family school and community partnerships.
- There needs to be continued improvements to the SMS parent interface in making our parents and guardians more effective in monitoring and contributing to student growth. It would be beneficial to have one interface for PowerSchool and Schoology for parents and guardians for ease. Continuing to communicate how families can use this interface to help with student success is an absolute must. PowerSchool is supposed to be making updates in this area in the coming year. The DAC looks forward to these improvements.
- The DAC recommends that the pathways need to continue to be defined from elementary to middle to high school to continue to refine the Academic Master Plan.
- The DAC recommends the district continues to evaluate the supports given to low performing schools and the range of needs to successful implementation of Best First Instruction (BFI) and the role of leadership in such.
- The Academic Support Plan work with the community started late in the 2022-23 school year. The DAC recommends the work allows enough time to get **thorough** community input to build trust and support.
- The DAC recommends that the new graduation requirements need to have more input and discussion from the community.
- The Early Warning System tools are now available for school use once again. The DAC is excited that these tools were added this year in high schools but sees the need to continue access for use at the middle school and elementary level.

- The DAC continues to support the early development of USIPs at the school level. We are encouraged and strongly support the great work Education Insights is doing with the One Plans. We are encouraged on the feedback we have heard from school administrators and SACs about how valuable this work is when done together. Everyone is engaged in monitoring the major improvement strategies of the USIP to see if they are getting the desired results. We will continue to monitor and support this work.
- All schools reported they had SAC chairs this year, but it is still a challenge at some schools to maintain a functional and effective SAC. The DAC plans to continue to work to help strengthen school SACs by providing training. A reporting structure was added this year to promote more communication between SACs and DAC. This structure will continue to be refined.
- SAC Trainings have continued to provide valuable information to SACs this year and DAC would like this to continue. Meeting together with area superintendents was a highlight from this year. The DAC will continue to build on this. The DAC will continue to improve coordination and ask for support from school principals and SACs to improve this training.
- The DAC continues to support District Benchmark assessments at the K-12 level. These data points are crucial to use as a tool to effectively target classroom instruction. This helps improve academic performance and close achievement gaps at all levels.
- The DAC supports optimizing the testing schedule at the end of the school year to reduce test fatigue. Having a week of STAR tests and then state assessments is not optimal for students.
- DAC members continued to emphasize the continued use of effective and increased marketing of district-wide programs and school-based programs. A lot of positive progress has happened this year in this area. The DAC encourages this work to continue.
- Timelines need to be added to the District Policy for charter school transfer applications. The process to review transfer applications needs to be reviewed and streamlined to value everyone's time.
- The DAC recommends that Policy KB – Family Engagement needs to be updated to CASB standards which was included in the D11 FSCP Collaborative work and DAC input from this school year.

Inspire every mind.

- This school year was difficult once again. This year continued with staffing challenges, attendance issues, and behavior issues. Targeted work is making progress, but some students engagement and performance is not where it should be. The DAC is still concerned about learning and student engagement. We support the summer bridge program and additional support to help student achievement and social emotional well-being.
- As ESSER funding is ending this coming school year, the DAC recommends programs and positions need to be carefully considered with district priorities.
- The DAC and SACs need to continue to be involved in training for school-based budgeting as the district transitions to using this tool.
- Staffing shortages are still affecting our schools and students negatively. The DAC values and supports our staff as they support students.
- As new programs are starting DAC members are excited but emphasized the need for defined measures for success and periodic reviews to check on the measures for programs and curriculum.
- As new programs are starting DAC members are excited but emphasized the need for timely and adequate staff training for all new software, curricular, and assessment initiatives.
- The DAC recommends more members need to be recruited for the Mill Levy Override Oversight Committee. The MLOOC is not a DAC subcommittee, but it works closely with the DAC when making MLO program implementation plan change recommendations to the BOE. The monitoring of these taxpayer funds is of utmost importance, the BOE needs to actively recruit more membership.
- Lastly, the DAC believes School District 11 has a bright and promising future. Many positive steps including work on Best First Instruction, the Academic Master Plan, and the Academic Support Plan continue to implement the Strategic Plan. **Parent and community engagement are very critical as the district moves ahead.** The DAC will strive to partner with and support all ventures that support the mission to launch student success.

Respectfully Submitted,

Velvet Stepanek

Chair – District Accountability Committee District 11

Inspire every mind.

2023-2024 Proposed DAC Charges

Full DAC 2023-2024 Charges:

- Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.
- Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
- Support the District's efforts on determining the why, how and what of assessment.
- Support the District's efforts on Family, School, and Community Partnerships.
- Support the District's efforts on communication with all families.
- Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. E.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan.
- Participate in at least two joint work sessions with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.

**School District 11 District Accountability Committee (DAC)
Accreditation and Achievement Subcommittee**

End of Year Report: School Year of 2022- 2023

The DAC Accreditation and Achievement Subcommittee would like to thank Dr. Khaliqi and his team for their support throughout the entire year. Dr. Khaliqi has been accommodating in providing the data the committee requested (if it was available). He has been open to the committee's ideas and feedback. The committee was able to ask detailed, in-depth questions, and have great conversations that produced valuable ideas. Dr. Khaliqi took these ideas to the cabinet and board meetings. In addition, a very special thank you is due to Wendi Rivera for her support in managing the agenda, sending meeting invites and taking meeting minutes and to Dani Jacquez, the new administrative assistant. Their support resulted in efficient meetings and necessary documentation, which does not include meetings minutes anymore after the transition of assistants.

The committee met eighteen times between August 2022 and May 2023. The list of agenda items is included at the end of the report.

We spent the first quarter looking at Unified Improvement Plans (UIP) and the Unified District Improvement Plan (UDIP). While 4 schools were still on the accountability clock with the state, we reviewed their USIPs based on data that wasn't current. The committee provided feedback that was not incorporated in the final version that got sent to the state but was incorporated into the One Plan.

After a 2-year break of accrediting schools, the state brought back the School Performance Framework (SPF). Eleven additional schools received an SPF rating of priority improvement or turnaround. While the data used to determine these ratings was incomplete, the superintendent decided to take these ratings as given and not to submit any requests to reconsider to the state. The process of creating USIPs was changed to include the latest data to determine the biggest challenges, root causes and Major Improvement Strategies (MISs). The Area Superintendents presented the school's One Plans to the committee, provided context and received feedback. The DAC Accreditation Subcommittee reviewed the data, the MIS strategies and the final USIPs. In most cases, the committee feedback was taken in consideration and included in the USIP. The committee chair sent feedback of each review to the board via email and delivered a final report at the board meeting on January 11, 2023.

Considering the data presented so far this spring, the DAC Accreditation Subcommittee is expecting several schools to receive SPFs rated priority improvement or turnaround for the 2023-24 school year. The committee is asking the district to provide all necessary data and allow for conversations with the area superintendents about progress or further interventions and support for the school.

Inspire every mind.

In addition, the DAC Accreditation Subcommittee reviewed all School Performance Framework scores and put forward a recommendation to the board to accredit schools with a rating called "Accredited with Distinction". The committee voted unanimously to use the cut score of 74 and above to recommend 8 schools for a rating of "Accredited with Distinction" to the board. We would like to thank the board for accepting this recommendation.

The following is a categorized summary of the work of the committee throughout the year:

1. Unified District Improvement Plan (UDIP)

With the superintendent starting his position in the summer of 2022 the process of reviewing the UDIP was more complicated due to constant adjustments in the timeline. The committee has demonstrated great flexibility and personal engagement to review plans in between regular meetings. The major improvement strategies chosen were:

- Coherence in Tier 1 instruction, observation, coaching and feedback to address the lack of instructional practices that promote high levels of students learning, differentiation to meet diverse learning needs.
- Researched based communication strategies that address the lack of targeted and meaningful communication with families.

The DAC Accreditation Subcommittee appreciates the periodic reports that were given to the board during the year in which the work on improved students' academic outcomes was prioritized. The committee had questions regarding the district commitment to improved communication with families and the information presented continuous improvement cycle #2 update to the board and public.

The implementation of Best First Instruction (BFI) needs to be individualized by schools and relies conceptually heavily on the area superintendent and building leadership to provide and direct the support. The implementation of professional learning communities (PLC) in ALL schools is seen as a huge step to create coherence and a systematic approach. The committee questions if there is enough time available for professional development to ensure the necessary training for leadership and teachers. STAR data shows that the difference in achievement and growth between schools is still significant, while the district overall is trending in the right direction. The 5E data supports the impact of the implementation of BFI, shown in increases in collaborative practices and quality of professional development. The committee has been asking for more strategic and directed support in low performing schools.

The review of dropout rates shows an increased number by 85% and a current drop out rate of 70.9%. This data considers the students which are unaccounted for after COVID as drop outs. The Committee expressed their concerns regarding the number of dropouts and has asked for changes to improve student engagement. How will the district improve to make learning for students relevant? Too many students do not feel successful at school.

The presentation on family and community communication in the continuous improvement cycle #2 in a February Board meeting led to many questions regarding the information

provided, which the DAC sent to the Superintendent. In the accreditation meeting in March, we discussed the questions provided, which included the feedback provided admitting a lack of awareness of departments that are charged to do this work and a lack of ownership of the action steps. The DAC Accreditation Subcommittee recommends involving the D11 Engage department in a presentation about family engagement and advice to verify information before putting information in a public document and presenting it in a board work session. While the district stated to be committed to the MIS regarding family engagement the committee expressed that the action steps and effort do not match the intention set in the UDIP.

The data throughout the year, benchmark and 5E shows that the efforts of MIS1 Best First instruction were the main focus of the district. We ask that the district will follow through with its plans for improved family engagement in the next school year. The Family, School, Community Partnership (FSCP) collaborative should be involved in leading this effort, while area superintendent should drive this as needed into their schools.

2. Review of District Benchmark Testing:

STAR as the new assessment tool for benchmark has been accepted well and gotten positive feedback for its usability, many schools have reported that they utilize the test for student goal setting and test more often than the benchmark requirements. Once the CMAS results are released in late August the district can assess the consistency of the prediction of the STAR testing.

The committee had questions about the testing schedule in general. The end of year testing schedule caused a long period of testing for all students. This could possibly result in an increased test fatigue that may lead to lower test results. Any test given should support student learning, which was not possible due to the close testing window between STAR and CMAS. The committee recommends reevaluating the testing schedule for next year to not only avoid test fatigue, but to maximize the use of the tool to improve student outcomes.

The End of Year benchmark test showed a median growth percentile of 48 in math and 51 in ELA for the district. This is a trend in the right direction. The committee is concerned about the large variation of achievement and growth between schools across the district, showing growth percentile with the lowest of 30.5 in math and 36 in ELA and the highest of 62 in math and 65 in ELA. School achievement scores show 54% of students in the well below grade level (red) category in math and 50% in ELA, while other schools show achievement at or above grade level (green and blue) of 48% in math and 61% in ELA.

The review of the Acadience data showed that the struggle to move students out of the red (well below grade level) category still exists. These results may show improvements at the end of year testing, which wasn't completed by the time this report was written.

The DAC Accreditation Subcommittee is very excited about the training and implementation of the Dyslexia support. In the latest presentation to the full DAC the department presented

options to include information and develop support options for students beyond elementary school as previously asked for by the DAC.

Throughout the school year the DAC Accreditation Subcommittee continuously requested for the STAR family report that was promised during the selection process of the new assessment vendor. The information was finally given and sent out to parents prior to the last test of the year. The committee advises the district to improve the way this information is distributed to the parents and made available in a way that parents can understand how it relates to their students' academic progress to reach grade level standard proficiency. With the district and Board expressing the importance of family engagement to improve student outcome it is crucial that parents receive the information where their students are in their learning journey and how they can support their students. The reports sent to parents from the supplemental math program Dreambox are an excellent example of how this can be done. The DAC Accreditation Subcommittee has been questioning how many parents are aware of the supports that are available and are able to utilize them.

The board has made their intention clear to improve parental engagement and the committee is asking the board to challenge the superintendent to make these efforts a higher priority and involve the DAC into the development and feedback during that process. Effectiveness of communication is the foundation to parental engagement. Several schools within the district have been very successful in this as shown by their SE data in the category of involved families.

3. Review of Enrollment Data

The Committee got multiple updates about enrollment throughout the school year and is hopeful that the efforts to increase enrollment will be effective. The DAC Accreditation Subcommittee is concerned about the large number of students leaving into the neighboring districts and would like to see more targeted program offerings in the schools near the district boundaries to attract students from the neighboring district. The efforts of communication and change in narrative to highlight the district's strength are noted and well received.

4. One Plan

The DAC Accreditation Subcommittee is still in full support of the One Plan symposium and the One Plan as THE tool to drive a schools improvement efforts. The committee recommends that one Plan check-ins are mandatory for lower performing schools and that their major improvement strategies result in targeted support. The data provided regarding the support given to each school does not indicate a strong correlation to their need to address their root causes. The One Plan is an important part of the monthly conversations in School Accountability Committee (SAC) meetings. The DAC Accreditation Subcommittee would like to commend the work of Natasha Crouse and her team on the continuous improvement work on the One Plan.

In general, the DAC would like to express their request to hold a one plan symposium as a district and to involve parents into that team as well. At this point the DAC charges are to

Inspire every mind.

review and give feedback on the district's Unified Improvement Plan. We recommend involving the DAC in the development of the plan.

In summary, the DAC Accreditation Subcommittee is asking the board to support

- Improvement in communication between district, school and classroom with parents and the community.
- Follow through with the efforts to identify and improve the programming strength of each individual school. Increase the communication of such within and outside of the district boundaries.
- Optimize the testing schedule to support the use to drive improvements of student learning.
- Clear communication to students and families of the learning path and relevance, including practical information on how parents can support their students.
- Evaluate the supports given to low performing schools and the range of needs to successful implementation of BFI and the role of leadership in such.

Finally, the Committee wants to thank the board in taking the recommendations of this committee seriously. It would be great if the district could support the committee's work by sharing their data calendar and updates for agenda planning that allows the committee to provide feedback to the board before the presentations at a board meeting or work session. Further we would appreciate the district support in the continuation of providing minutes rather than having to publish the recordings of the meetings.

Respectfully submitted,
Marion Clawson
Chair - Accreditation Subcommittee

DAC Accreditation 2022-2023 Meeting Agendas

- **August 2022**
 - UDIP themes and trends from One Plans
 - Attendance and behavior data
 - Brief enrollment update
 - Summer bridge
 - CMAS
- **September 2022**
 - USIPs Midland ES, Galileo MS, Mitchell HS, West ES
 - SPF ratings and impact
 - UDIP
 - Star Testing process
- **October 2022**
 - BOY district benchmark results
 - UDIP update and feedback implementation
 - USIPs Audubon ES, Carver ES, Martinez ES and Fremont ES
- **November 2022**
 - USIPs Mann MS, Twain ES
 - Enrollment
 - Additional feedback to USIPs for West MS, Swigert MS
 - USIP Penrose ES
 - Progress monitoring tools common interim assessments (CIAs), STAR
- **December 2022**
 - Enrollment
 - Accreditation of schools, discussion and vote
- **January 2023**
 - MOY district benchmark results STAR
 - Report on BFI
- **February 2023**
 - Panorama Survey and how it is used in MTTs
 - Acadience data
 - High school graduation and dropout rates
- **March**
 - Enrollment projections 23/24
 - UDIP update and DAC MIS2 questions following the Continuous Improvement presentation given at the 02/01/23 BOE work session.
- **April 2023**
 - SE data overview
 - EOY district benchmark data STAR
 - Discussion and feedback on the testing schedule
- **May 2023**
 - Attendance and Behavior data

**School District 11 – District Accountability Committee/Training and SAC Support
Subcommittee**

2022 – 2023 School Year Annual Report

SAC/DAC/Parent Training/Work Sessions

General: Four School Accountability Committee/District Accountability Committee/Parent Training Sessions were held throughout the year. The first three were conducted using the hybrid model; in-person at Tesla and virtually via the District WebEx system. Invitations were sent to all principals, SAC chairs, DAC members, key district staff and Board of Education members. This normally consisted of an early “save the date” notice with topics, a notice with agenda to post about 10 days out, and a reminder notice 2-3 days out with copies of available handout materials. A concerted effort was made to provide information on School Accountability Committee (SAC) basics, the One Plan/Unified School Improvement Plan (USIP) planning and monitoring process, family/school/community partnerships, instructional use of STAR District Benchmark test results, Career and Technical Education (CTE) and postsecondary options, and the role of Area Superintendents in working with SACs. Agendas, briefing materials and handouts are posted at <https://www.d11.org/Page/1904> . Meeting video recordings for the first three sessions are available at <https://www.d11.org/Page/17241> .

Session one: Thursday, Sep 29, 2022, 6:00 – 8:00 PM in-person at Tesla and via WebEx

- **Program:**
 - Vision for D11 Going Forward – Superintendent Michael Gaal. Overview of new District initiatives, e.g., focus on Best First Instruction, increased support for schools with focus on Priority Improvement and Turnaround schools, and Area Superintendent concepts – plus much more.
 - Breakout Sessions (3)
 - Family School Community Partnership (FSCP) Collaborative: Overview of the statewide FSCP organization and D11 FSCP initiatives planned for 22-23: LouAnn Dekleva, Community Engagement Volunteer Administrator-D11 Engage and Velvet Stepanek, DAC Chair
 - One Plan/USIP-Focus on Data: Overview of the One Plan with description of how the USIP is derived from and relates to the One Plan along with latest guidance on Action Steps and data available for effective monthly progress monitoring for 22-23: Natasha Crouse, Education Insights, Director System Improvement
 - SAC 101 – basic training on role and responsibilities of school accountability committees (SACs): Lauren Walker DAC Vice Chair/Membership and Nila Rickard, DAC member
- Attendance: 54 attendees (in-person and virtual)

Inspire every mind.

Session two: Thursday, Dec 1, 2022, 6:00 – 8:00 PM in-person at Tesla and via WebEx

- **Program:**
 - STAR District Benchmark Assessment tool: Best practices for effective use of STAR District Benchmark test results in informing instruction and monitoring One Plan initiatives – plus overview of STAR data reports available to parents on their student's individual results: Dr. Eric Mason, Director of Assessment
 - Family Engagement – Supporting your student with Eureka Math and Dreambox: How to navigate the world of math – tips and tricks for parents supporting their students: Paul Bunge, D11 Math Facilitator
 - Small group discussions (by level) with focus on language barriers and effective parent-school-teacher communication: The sessions included a survey and discussions on, a) what is your school's primary one-way communication system/approach, b) what is your school's primary two-way (parent-teacher) communication system/approach, and c) does your school train parents in the use of the school's primary one-way and two-way communications systems, insure they have access and monitor system usage, especially for non-English speaking parents? Note: The answers varied widely by school leading to some interesting discussions.
- **Attendance:** 40 attendees (in-person and virtual)

Session three: Thursday, Jan 26, 2023, 6:00 – 8:00 PM in-person at Tesla and via WebEx

- **Program:**
 - Career and Technical Education (CTE) and Postsecondary Options in D11: This session provided a wide-ranging update on CTE pathways/options and work-based learning in D11 as well as Concurrent Enrollment options, and new opportunities in the Accelerating Students through Concurrent Enrollment (ASCENT) program: Dr Scott Mendelsberg, Area Superintendent, and Duane Roberson, Director CTE
 - Breakout session for Elementary SACS - Where are we at with pathway schools: This session presented the status of preparations for the four designated pathway schools set to begin full operation in Fall 2023. It also provided information on services being offered to all elementary schools to help them identify school strengths, strategic focus, branding concepts and approaches for marketing their schools to potential students and parents: Nicole Ottmer, Personalized Learning Systems Coordinator and Dr Brandan Comfort, Area Supt. – West.
 - Individual Career and Academic Plan Update: This presentation provided an in-depth update on the status of ICAP initiatives in D11 and plans for the future: Valerie Scates, Executive Director- Student Success and Wellness, and team.

Inspire every mind.

- Naviance Application Demonstration: Naviance is the application used by D11 to support students in preparing for college and careers. The demonstration showed SACS and parents what is available in the application, how to navigate in it, and use it to support students in their career planning: Valerie Scates and team.
- Attendance: 38 attendees (in-person and virtual)

Session four: Thursday, April 6, 2023, 6:00 – 8:00 PM in-person at Tesla

- Program:
 - Academic Master Plan Related Topics: Supt. Michael Gaal headlined this training session with a wide-ranging presentation on support for D11 schools in efforts to improve academic achievement, strengths and goals of the new vertical area management structure, the role and functions of Area Superintendents, proposed updates to graduation requirements and new initiatives to facilitate efficient communication with the community.
 - Breakout sessions for Area Superintendents to meet with their area school SACs and parents: The goal of these sessions was for SACs to get to know their Area Superintendent and how to get his or her support. The sessions included expanded discussions on the role of the Area Superintendent, support to schools in meeting One Plan/USIP goals in 22-23, details on the One Plan Symposium for 23-24, plans for transportation support for field trips and academic/sports events, and much more. Note: These sessions received almost universal positive responses from attendees and recommendations to continue the concept in some form in 23-24.
- Attendance: 70 attendees, all in person

Comments and Observations for 23-24:

- The Training and SAC Support Subcommittee worked closely with the Accreditation Subcommittee and DAC Chair to support a full spectrum of informational presentations through the combination of DAC meetings, SAC Training sessions and monthly DAC newsletters. The T&SS Subcommittee ensured that the SAC Training Handbook was updated and made available before the Sep 29, 2022, SAC training session.
- The current DAC structure again put a significant load on Trudy Tool to support all T&SS meetings, all Training work sessions, all DAC meetings, and the DAC Newsletter. We are very much indebted to Trudy and IT support personnel for managing the logistics of the hybrid sessions. We also really appreciate the support from Phoebe Bailey, Chief Personnel Support Services, plus LouAnn Dekleva and Natasha Davis, D11 Engage.
- We continued to merge the Family Learning Institute presentations into the overall SAC Training Session program with a focus on Family School Community Partnership Collaborative initiatives.

- DAC and the T&SS Subcommittee owe a large debt of gratitude to Dr David Khaliqi, Natasha Crouse and the entire Education Insights. We promoted strong SAC participation in District-wide One Plan/USIP school improvement efforts and effective use of PowerSchool applications despite the significant challenges associated with PowerSchool implementation. We still strongly support effective and efficient use of a highly functional PowerSchool system of applications as we look to 23-24, and significantly expanded use by parents and teachers.
- Soft copies of training session agendas, presentations and handouts were posted to the DAC webpage in advance of the sessions and a link to the information was sent to all potential attendees in advance of the session. The next DAC newsletter was used to highlight key presentations and provide links to the session materials and meeting recordings.
- Attendance at the SAC training sessions is still a challenge. Follow up with schools (SAC Chairs and principals) who have not had representatives attend any training session is still a challenge and an area for improvement for 23 – 24. On a positive note, the April 6, 2023, session featuring in-person breakout sessions of Area Superintendents with all of their school SACs generated the highest attendance (70) for a spring session so far. We very much appreciated the strong support from the Area Superintendents. We recommend the concept of Area Superintendents meeting with their area SAC chairs continue in some form in 23-24 to strengthen communication between area school SACs and also facilitate support from, and communication with area Superintendents.
- The Dec 1, 2022, survey and breakout discussions on school one-way and two-way (parent-teacher) communications revealed a broad spectrum of approaches/applications used and level of effort among schools, especially regarding support for non-English speaking families. We believe the district and its students would benefit from greater focus on streamlined two-way communications. We strongly support careful evaluation of the current multi-school, multi-level pilot program under the leadership of Natasha Davis, D11 Engage, using the Reach Well application (supports approximately 130 languages) for possible full deployment in D11 schools.
- We will continue to focus on strategies to improve support to, and communications with SACs in the coming year including offering informal presentations at SAC meetings, possible “out of cycle” SAC 101 virtual WebEx sessions for new SAC chairs and principals, and one-on-one support for both SAC chairs and principals.

Respectfully Submitted,

Lyman Kaiser, Chair,

DAC Training and SAC Support Committee



Date: May 9, 2023

**School District 11 District Accountability Committee (DAC)
Budget Subcommittee**

2022 – 2023 School Year Annual Report

The District Accountability Committee Budget Subcommittee (DACBC) was actively engaged in the budget review process this year, providing recommendations to the District Accountability Committee (DAC) and the D11 Board of Education (BoE). The subcommittee's main charges included participating in the budget review process, reviewing and submitting recommendations on budget modifications, and requesting and reviewing summary reports on the status of off-cycle budget approvals.

During PBDA discussions, the DACBC focused on increasing enrollment rather than budget cuts, with an emphasis on prioritizing budget modifications. The subcommittee also provided input on forecasted funding, enrollment targets, FTE positions, and CTE programs. The DACBC presented their findings to the D11 Board of Education and the DAC, expressing gratitude to the executive teams and finance department for their diligent work towards meeting the district's operational and educational goals.

The subcommittee also participated in discussions on moving to student and/or site-based budgeting and asked for continuous discussion as that evolves.

DACBC members shared their input on the proposed reallocations and strongly urged the executive teams to continue identifying underutilized resources and programs. The members emphasized the importance of efficiency and metrics for success and advocated for recurring resources to be utilized to amend salaries for positions impacted by staffing difficulties.

At the next meeting on May 9th, the DACBC will hear an update on ESSER spending and provide feedback from that to the DAC and the BoE.

Overall, the DACBC demonstrated a commitment to ensuring that budget decisions were made, focusing on increasing enrollment and prioritizing budget accountability while also advocating for efficiency, metrics, and the proper utilization of resources.

Respectfully Submitted,

Amanda Huber

Chair – DAC Budget Subcommittee

Inspire every mind.



Date: May 9, 2023

**School District 11 District Accountability Committee (DAC)
Charter School Review Subcommittee**

2022 – 2023 School Year Annual Report

General Observations

The DAC Charter School Review Subcommittee is an ad hoc committee generally formed in the fall to review new charter school applications. The review of a charter school application takes many hours to review, discuss, and provide recommendations. The DAC review is done independently of the district review. The committee is then normally disbanded when the work is completed in the fall. This school year the subcommittee has had to continue to meet to provide reviews and recommendations of charter school transfer applications throughout the entire school year.

The DAC Charter School Review Subcommittee deeply thanks Trudy Tool, Administrative Support to the DAC, for her support, coordination, and scheduling. The subcommittee appreciates the support and assistance provided by Scott Mendelsberg, Area Superintendent, and Tom Weston, Charter Liaison. Dr. Mendelsberg has been very open and collaborative working with the DAC Subcommittee providing materials and facilitating the answers to questions.

DAC Charter School Review Subcommittee Committee Work

- A subcommittee of 7 DAC members (LynDel Randash, Vicky McLaughlin, Jen Williamson, John Gustafson, Lauren Walker, Amanda Huber and Velvet Stepanek) provided detailed analysis and a report on the Independence Hall Academy Charter School application using the rubric to provide a recommendation to the BOE. The report captured positives, concerns, and questions. IHA withdrew their application before it was submitted to the BOE.
- A subcommittee of 4 DAC members (Jen Williamson, John Gustafson, Amanda Huber and Velvet Stepanek) provided detailed analysis and a report on the Colorado Military Academy transfer application using the rubric to provide a recommendation to the BOE. The report captured positives, concerns, and questions.

Inspire every mind.

- A subcommittee of 4 DAC members (Jen Williamson, John Gustafson, Amanda Huber and Velvet Stepanek) provided detailed analysis and a report on the James Irwin Charter Academy transfer application using the rubric to provide a recommendation to the BOE. The report captured positives, concerns, and questions.
- A subcommittee of 4 DAC members (Jen Williamson, John Gustafson, Amanda Huber and Velvet Stepanek) provided detailed analysis and a report on the Colorado International Language Academy transfer application using the rubric to provide a recommendation to the BOE. The report captured positives, concerns, and questions.

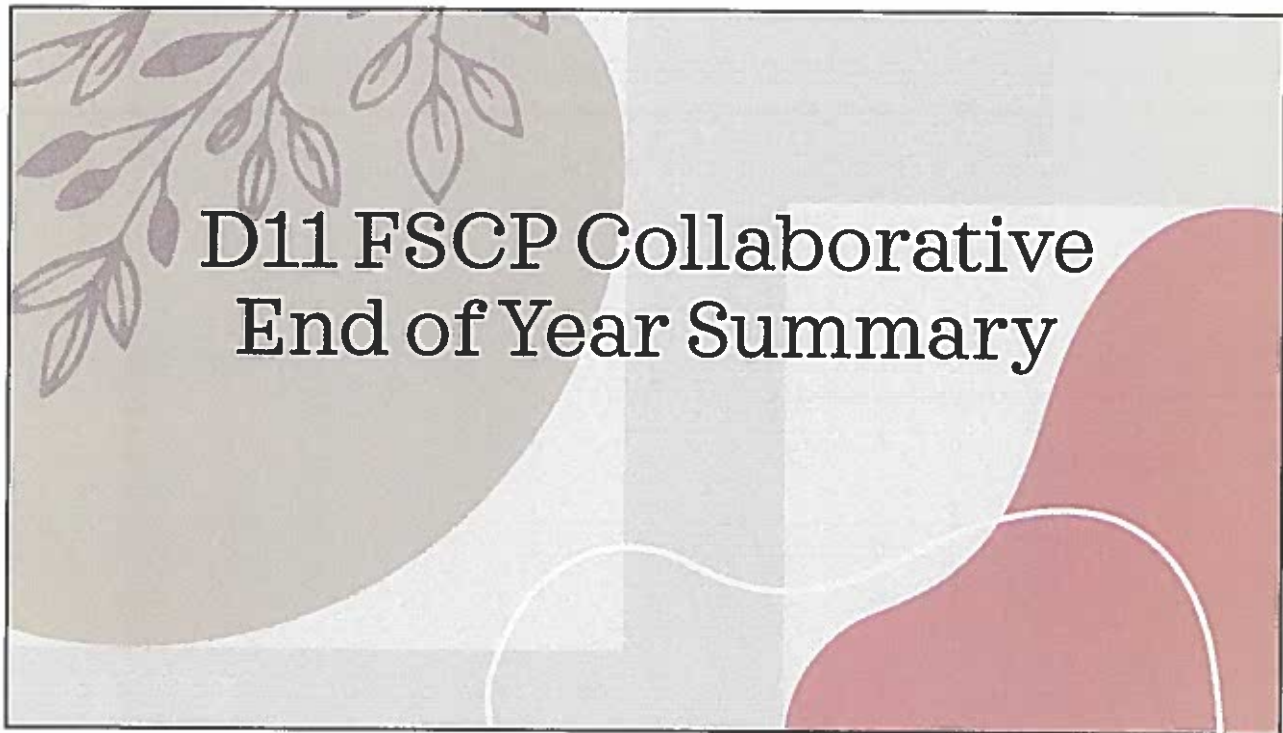
Recommendations for 2023-2024

- D11 Policy does not currently include any deadlines for reviewing charter school transfer applications. The policy needs to be updated to include deadlines so that charter school applications are not being received all school year.
- There is currently no state law on what should be included in a charter school transfer application. The district provided a rubric but for the application and the review. This rubric should be reviewed. It would make everyone's work more efficient if the review committees could meet with the transfer applicant and possibly tour the school before submitting the report to the Board.

Respectfully Submitted,

Velvet Stepanek

Chair – DAC Charter School Review Subcommittee



1



2



3



4

Policy – KB – Family Engagement

Initial work used:

- Colorado Association of School Boards (CASB) proposed changes
- Other District Policies: Thompson, D49, D20
- Updated policy

Brought to:

- FSCP Collaborative
- DAC Input
- Policy Committee

Status:

- Board brought AKB policy
- Stopped approval of policy from collaborative

5

LISTENING CIRCLES

Edison Elementary
Rogers Elementary staff
Freedom Elementary
Plans for early next school year – Fremont,
Adult and Family Education

6

6

Students

- Coronado High School
- Doherty High School
- Plans to continue next year

7

7

FSCP Work District Celebrations

- Family Engagement Coordinator
- Family Engagement Proclamation
- Community Liaison Professional Development
- 3 Community Liaisons added this year
- Reached out to all schools with Family Engagement as MIS
- Reached out to all Title One schools
- ReachWell pilot program @ 8 schools
- Work with District Language Coordinators, ELL Community Liaisons
- Mitchell Resource Night
- High School FSCP Collaborative
- Family Engagement part of UDIP
- FSCP District Retreat



8