

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

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

**District Accountability Committee
Full DAC Committee Meeting**

October 20, 2022
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair–5 minutes
2. Unified District Improvement Plan (UDIP) Major Improvement Strategies – Dr. David Khaliqi, Chief of Strategy & Data Acquisition – 50 minutes
 - a. 30 minute presentation
 - b. 20 minute questions from the DAC
3. Charter School Application Update – Velvet Stepanek, DAC Chair – 10 minutes
4. DAC/SAC Assignments – Velvet Stepanek, DAC Chair – 10 minutes
5. Membership Update – Lauren Walker, Vice Chair/Membership Chair – 5 minutes
6. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 10 minutes
7. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 10 minutes
8. Budget Subcommittee Update – Amanda Huber, Budget Chair – 5 minutes
9. Closing Remarks– Velvet Stepanek – 5 minutes
- 10.

T & SS meetings, November 1, December 6, January 10, February 7, March 7,
April 4, May 2, via WebEx

SAC Training, December 1, January 26, April 6, In person (Tesla) and via WebEx

DAC meetings, November 17, January 19, February 16, March 16, April 20, May 11, via in person (Tesla)
and WebEx



Independence Hall Academy

DAC Charter School Application Review



Independence Hall Academy Overview

- Traditional American Education
- Proposed K-8 school
- 2023-24 start with K-6th then grow one grade per year
- Possibly located in Northwest area of D11
- No current facilities chosen
- Consulted with Liberty Tree Academy in D49
- Four Day Direct Instruction model
- Mondays optional day for student enrichment
- Technology used minimally



DAC Recommendations

- The District Accountability Committee will provide strengths, weaknesses, and questions from the evaluation rubric for the Board of Education.
- Will not provide a formal recommendation of approval.



DAC Charter School Review Process

- Seven member DAC Subcommittee
 - Three members with previous experience
 - One business community/parent member
 - Five parents
 - One charter school teacher
- Independent DAC review
- Careful review of Independence Hall Academy Application
- Use Charter School Review Rubric to guide evaluation
- Written report for the Board to help them make a recommendation.



Highlights Of Subcommittee Review (preliminary)

- Educational Program
 - Core Knowledge Sequence
 - Classical Literature/Source Documents
 - Concern K-3 Reading Curriculum not on State List of approved programs
 - No real plan for SPED, ELL, or GT
- Evidence of support
 - Strong community letters
 - Low number of student commitments
- Location
 - Facility unknown
 - Is it possible to get facility ready with labor shortage?



Highlights of Subcommittee Review (preliminary)

- Governance
 - Undisclosed founding committee member
 - Starting Board only contains one person currently named
- Teachers
 - Where will they find teachers with shortage?
 - No art, music, ELL teacher in budget



DAC Plan

- DAC Subcommittee will finish evaluation of application
- DAC Subcommittee will produce report
- Report will be shared with DAC via email
- Timeline
 - October 31 DAC Report completed
 - November 9 Charter School Application Non-Action at BOE
 - November 16 BOE Work Session
 - Update to full DAC
 - December 14 Charter School Application Action at BOE

District Major Improvement Strategies

How we will work to serve students this year

District Strategies for '22-'23

Best First Instruction - Coherence in Tier 1 Instruction: By school year 2024-2025, all leaders and educators will understand, implement and become accountable to a cohesive D11 Tier 1 instructional model.

Deepened Family and Community Engagement: Implement research-based strategies and apply resources to improve family and community engagement.

Observation, Coaching & Feedback: All building level evaluators will demonstrate instructional leadership by having evidence of and engaging in established systems for classroom observation, coaching, and feedback to ensure improved academic outcomes.

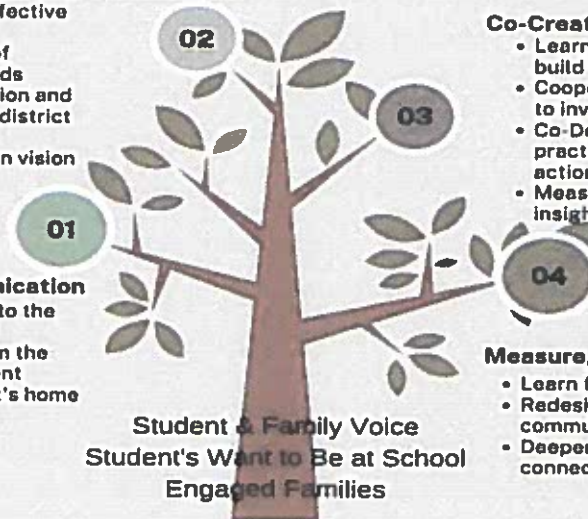
Growing Healthy Community Engagement

Collaborating with Community Stakeholders

- Establish culturally effective communication
- Use of a wide variety of communication methods
- Engage in a shared vision and purpose in school and district improvement efforts
- Work toward a common vision

Positive 2-Way Communication

- Welcoming families into the learning process early
- Seeking expertise from the family about the student
- Engaging with student's home cultures



Co-Create Engagement Plans

- Learn from the community to build trust and cooperation
- Cooperatively solve for barriers to involvement
- Co-Design professional practice goals that result in action steps
- Measure outcomes using insights from community

Measure, Review and Adapt

- Learn from mistakes
- Redesign action steps based on community dialogue
- Deepen community connections



Positive 2-Way Communication - Engage Families in the Best First Instruction Process Early

Early Literacy - (pre k through grade 2):

- Schools will engage in culturally relevant conversations with families around ways of supporting reading and early literacy in their child
- The district will support schools in sharing Acadience and STAR assessment data with families and ways to help students progress to the next level of reading
- The district will support schools with resources to promote reading at home including parent access to individual student scores and focus skill development
- The district will support schools in expanding after-school enrichment and tutoring for 2023-24 school year

Positive 2-Way Communication - Engage Families in the Best First Instruction Process Early

Mathematics:

- Schools will engage in culturally relevant conversations with families around ways of supporting math skills, facts, and problem solving in their children utilizing our district curricular resource
- The district will support schools in sharing STAR Math assessment data with families and ways to help students progress to the next level of math skills
- The district will support schools with resources to promote engaging math problem solving at home including parent access to individual student scores and focus skill development
- The district will support schools in expanding after-school enrichment and tutoring

Positive 2-Way Communication - Seek the expertise from the family about the student

- Provide SAC, PTO, and other advisory parent groups with professional learning aligned to best first instruction cascading professional school learning (standards, assessment, quality instruction) and ask families to share strategies for family engagement and provide knowledge of their children with the school and teachers

Positive 2-Way Communication - Engage with the student's home cultures and seek expertise from the family about the student

- SAC, PTO and other advisory parent groups will explore strategies with their schools and teachers around using classroom assignments to leverage student beliefs and backgrounds in student learning
- One Plan check-ins will explore strategies to gather, share, and celebrate student cultures in their buildings including parent/family engagement strategies

Collaboration with Community Stakeholders

- District leaders of various community steering committees and advisory groups will meet during the school year with community group leaders of color to recruit a greater diversity of community members for DAC and SAC involvement among other opportunities
- Superintendent will host 2 forums with a representative SAC members from every school to discuss BFI, student achievement, and school support for specialized needs of students and family engagement
- Develop and implement the family engagement tools within Power School with targets for teacher and parent adoption.

Co-Creation of Engagement Plans

- In 2023-24 begin using Design Lab protocols with district and school leadership to ideate with diverse community groups to prototype innovations for rapid-cycle testing in schools and the district. These Design Lab sessions will happen at least once per semester with various community advisory and accountability groups
- In 2023-24 will use Design Thinking to co-create engagement plans with various communities within D11 including but not limited to the Black and Hispanic Chambers of Commerce, LULAC, El Pomar Emerging Leaders, and others. These co-created plans will be implemented in the district in the 2024-25 academic year





Colorado's Unified Improvement Plan for Districts

Colorado Springs 11 UIP 2022-23 | District: Colorado Springs 11 | Org ID: 1010 | Framework: Accredited with Improvement Plan: Low Participation | Draft
UIP

Table of Contents

Last Year UIP: [Colorado Springs 11 UIP 2021-22](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Executive Summary



Priority Performance Challenges

- Academic Achievement



Root Cause

- Lack of Instructional Practices that Promote High-Levels of Student Learning
- Growing Healthy Community Engagement

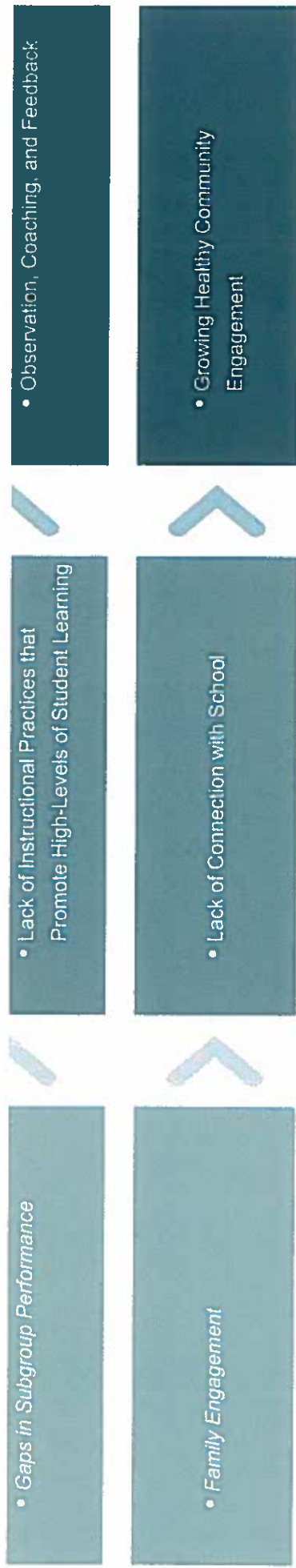


Major Improvement Strategies

- Coherence in Tier 1 Instruction
- Observation, Coaching, and Feedback
- Growing Healthy Community Engagement

- Lack of Differentiation to Meet Diverse Learning Needs

- Coherence in Tier 1 Instruction



Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the district

District Contact Information

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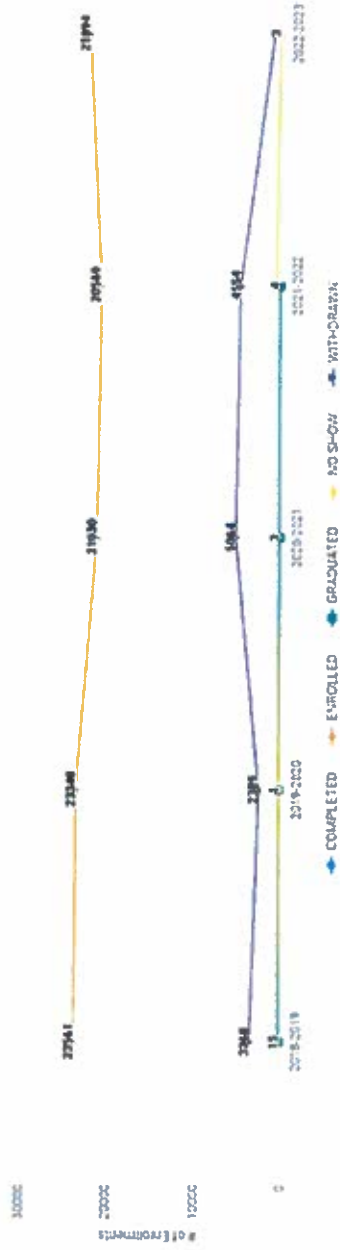
Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

District 11 is a large, urban/suburban school district located in Colorado Springs. The enrollment in D11 has decreased over time; however, it is still one of the largest districts in the region with an enrollment of 22,424 per official student count data recorded October 2, 2021. Demographics of the district have changed over time. Title I schools are funded on the percentage of students eligible for free meals only.

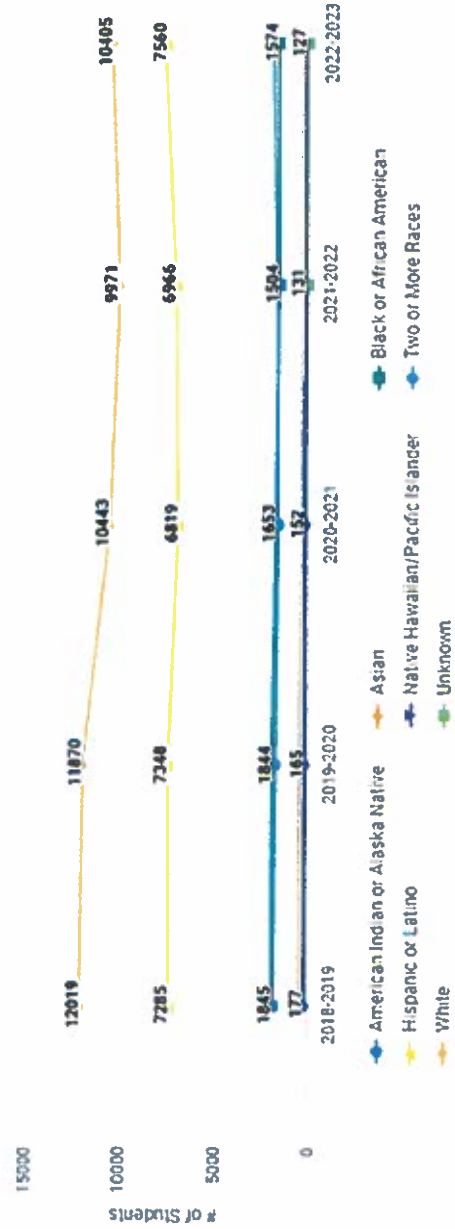
How many students have been enrolled?

The number of students that were enrolled in each school year



How has our student diversity changed year over year?

Shows the number of students in each group and how enrollment has changed over time



Those involved in the process of data analysis include: content facilitators; Gifted and Talented Facilitator; Multilingual Facilitator; the Director of System Improvement; staff from the Education Insights office; Chief of Strategy and Data Acquisition, Area Superintendents; the Chief Academic Officer; the Title I Director; principals from Title I and Non-Title I schools; teachers; district staff; parents; students; and community members. The District Accountability Committee (DAC) Accreditation sub-committee reviews the District UIP document, makes recommendations to the UIP team, and advises the Board of Education prior to formal adoption before final submission to the Colorado Department of Education (CDE) in October 2022. The recommendations from the DAC Accreditation sub-committee are incorporated into the document prior to presentation to the full DAC Committee.

The types of data reviewed and examined included: CMAS; District Performance Frameworks; District Growth Summary; demographic, enrollment and mobility data; Gifted and Talented data; University of Chicago 5 Essentials (5E) survey data; Organometrics Strategic Alignment Inventory; district-level assessment data; and data from community feedback.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

The COVID-related effects on testing continue to slow down progress on our district goals given the alternate grade and subject testing model implemented in 2020-21. As such, our CMAS ELA scores were flat from 20-21 to 21-22 with a 1-point decrease. CMAS Mathematics showed a +1% change from 20-21 to 21-22. Performance on both measures did not meet the target of a +5% change. Related to PSAT 8/9 EBRW we observed a -4% change, while PSAT 10 EBRW was flat. PSAT 8/9 Math showed a -3% change while Math showed a -1.6% change. SAT EBRW and Math showed -2% and -1.7% change respectively. Clearly, we did not meet our Academic Achievement goals for the year however given the small comparison testing sample from 2020-21, we are using the results from 21-22 to benchmark our goals and strategies for growth in the future. Disaggregated achievement continues to be flat in CMAS ELA, PSAT and SAT EBRW. CMAS Math showed a +1% change. PSAT 8/9 and PSAT 10 Math showed a -3% and -4% change respectively across subpopulations. SAT was flat for both EBRW and Math.

Related to Academic Growth, CMAS ELA was flat while CMAS Math showed significant growth moving +14 percentiles to achieve an MGP of 51 far exceeding the target. In PSAT EBRW growth dropped -4 percentiles and remained flat in Math. SAT growth was flat in both. Again, keeping in mind that growth comparison data from 20-21 was based on extremely small sample sizes, we are approaching the growth data for 21-22 to establish our baseline for future growth and goal setting.

Improvement in reducing the number of students scoring as significantly reading deficient was remarkable with a -22% change in the percentage of students having a Significant Reading Deficiency rating. Clearly, this goal was met and exceeded.

4-year graduation and disaggregated graduation rates goals were not met and remained relatively flat. The percent of students off track to graduate as measured by credit deficiency showed a -30% decrease from 20-21 far exceeding the 3% goal.

Measures examining the degree to which the district is growing a Supportive Environment and Ambitious Instruction for students show mixed results. A +5 point increase was observed related to creating classrooms driven by Ambitious Instruction. However, students reported a -8 point drop in their perception that their school is a Supportive Environment. Both essential features are categorized as Neutral for impacting school improvement at these performance levels.

The district exceeded its goal of reducing the number of students withdrawing from the district with a drop of 495 students withdrawing from 20-21 to 21-22, representing a -8.5% change.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

While there are examples of the district exceeding its Prior Year Targets in Math growth, reading, high school F-rates, creating environments that grow Ambitious Instruction, and student withdrawals there remains much work to be done related to improving student academic performance. The district has a clear and systematic improvement process in place which has an extraordinarily high degree of school buy-in. This improvement process uses Bernhardt's Multiple Measures of Data approach (Bernhardt, 2017) and encompasses multiple data sources into a coherent whole data image. Schools compile, store, analyze, and discuss their wholistic data image using a district-created, online tool called the One Plan. Using this cloud-based tool allows principals, principal supervisors, teachers, and others across the system to access school improvement goals, associated metrics, and progress monitoring updates easily and accurately. Dedicated planning and reflection time is built into the school year with quarterly check-ins, just-in-time supports, and an annual Summer Symposium in which teams come together to review and revise One Plans for the next school year. In addition to this planning and monitoring tool, the district has committed significant resources to establish a three-tiered assessment protocol that feeds data directly into the school's One Plan. This assessment system utilizes school-developed Common Interim Assessments, the thrice-yearly District Benchmark, leading to state assessments as the summative measure of evaluation. Undergirding all of these quantitative measures is the 5 Essentials school climate and culture tool which measures the degree to which schools are developing trust among staff and leadership, and supportive environments for students to engage in Ambitious Instructional activities. Additionally, we measure the degree to which families are brought into the educational environment of the school. These measures have begun to show positive results in that those schools that strategically engage in using the tools to guide their work and decision-making show statistically significant gains in ELA and Math performance even independent of other contributing factors such as economic disadvantage. Over time, this multiple measures approach will yield significant dividends toward improving district academic outcomes for all students in a systematic and replicable fashion.

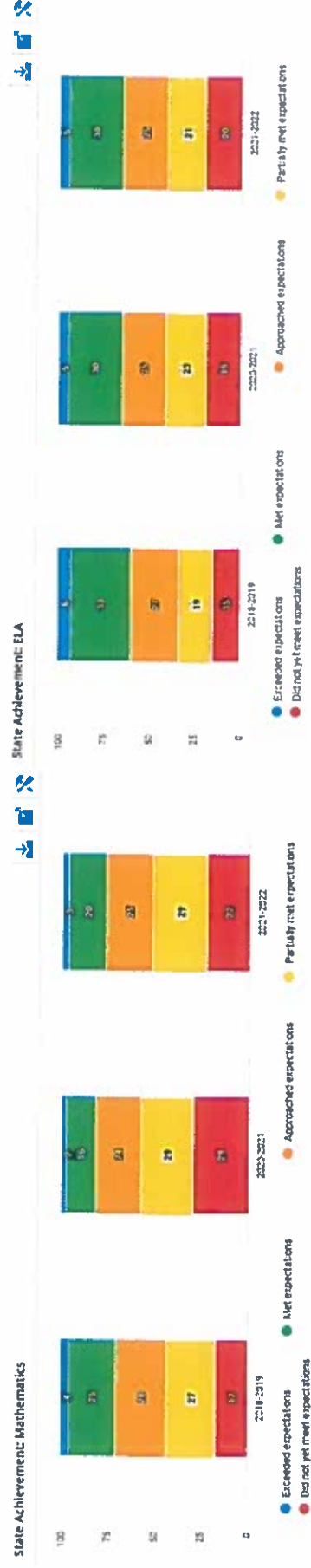
Current Performance

• 2021-22 CURRENT PERFORMANCE

A note regarding assessment interruptions and omissions that occurred during the pandemic: The 2021 spring assessment season represents an unprecedented change from prior years. State legislators reduced the number of required assessments for CMAS significantly (HB 21-1161). Students in grades 3-8 were required to take assessments in one fewer subject. Moreover, the subjects were alternated by grade. By making this change, the state reduced the number of hours spent by each student in testing while still assuring that data could be collected on school achievement during spring of 2021. With the cancellation of the 2020 state testing administration, there is a data gap between the results from 2021 and 2019 thereby making growth metrics impossible for 20-21. Additionally, participation in state and district assessments was significantly impacted by state mandated pandemic protocols. In 2021, 16.5% of students were not tested, of those 10% were absent for reasons related to the pandemic. Overall, the district saw a 12% participation decrease after 2019. This drop in participation reflected minor variance in economic subgroups. However, there were significant differences between race/ethnicity groups. For example, 18-20% of black and students of two or more races did not test compared to 15-16% of white and Hispanic students. There was a numerically small, yet still significant, increase in the number of students with disabilities that were absent from testing compared students without disabilities (-2%). There was also a numerically small, yet still significant, difference between genders (-.5% for females).

Summarized Academic Results of the State Tests: Note: the graphics shown represent score distribution for students currently enrolled in District 11 (PowerSchool Unified Insights).

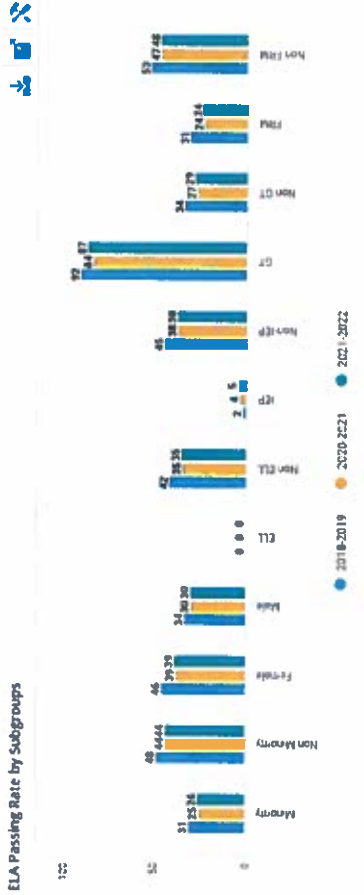
CMAS:



Overall, CMAS results in mathematics demonstrated that the passing rate for the district decreased by 9% in the 2021 testing cycle, and increased in the 2022 testing cycle with 20% meeting standards and 3% exceeding.

In ELA, CMAS results have remained stable for the past two testing cycles with 30% meeting standards and 5% exceeding. Performance has not returned to pre-pandemic levels.

CMAS English Language Arts Gap Analysis (Passing Rate)



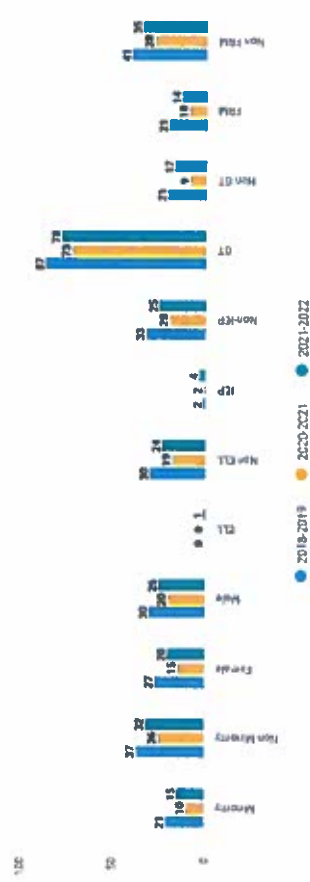
Gifted & Talented: In 2018-2019, identified gifted students had an 92% passing rate. This decreased to 84% passing in 2020-2021, and has improved to 87%.

Economic Disadvantage: As in previous years, there are significant gaps in passing rates between economically disadvantaged (24%) and non-economically disadvantaged students (44%).

Minority: As in previous years, there are significant gaps in passing rates between minority (26%) and non-minority students (48%).

CMAS Math Gap Analysis (Passing Rate)

Math Passing Rate by Subgroups



Gifted & Talented: In 2018-2019, identified gifted students had an 87% passing rate. This decreased significantly to 73% passing in 2020-2021, and has improved to 78%.

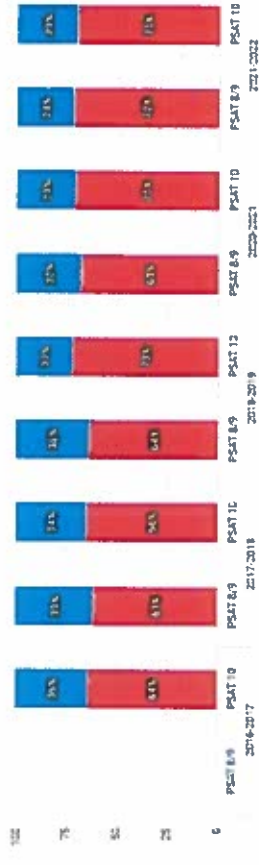
Economic Disadvantage: As in previous years, there are significant gaps in passing rates between economically disadvantaged (14%) and non-economically disadvantaged students (35%).

Minority: As in previous years, there are significant gaps in passing rates between minority (26%) and non-minority students (48%).

[Post-Secondary Workforce Readiness](#)

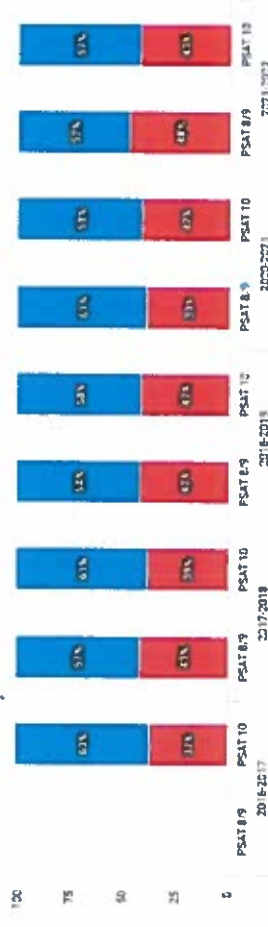
PSAT:

Mathematics Benchmark Performance



● College Ready ● Not College Ready

Evidence-Based Reading and Writing Benchmark Performance



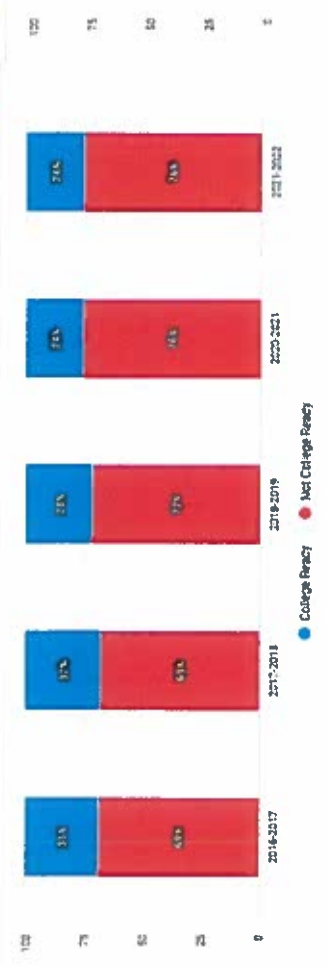
● College Ready ● Not College Ready

Overall, PSAT 8/9 mathematics results show a consistent decline in college ready performance across the past four years (currently at 28%). PSAT 10 mathematics results show 29% of students are college ready following a significant decline from 34% to 27% in 2019.

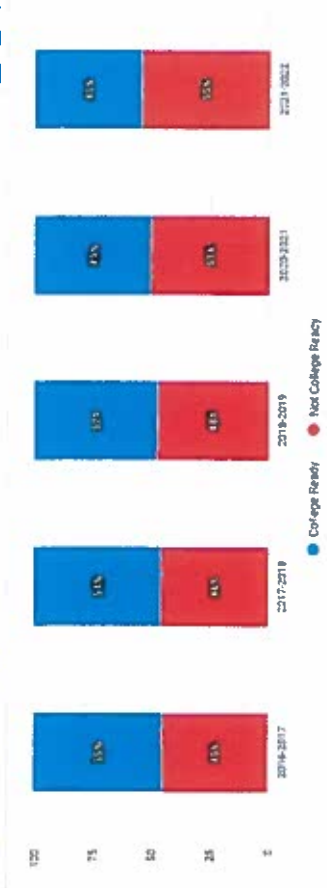
In Evidence-Based Reading and Writing (EBRW), 2022 PSAT 8/9 results dropped below pre-pandemic levels with 52% College Ready, whereas PSAT 10 EBRW results have remained stable (ranging from 57% to 58%) between 2017 and 2022.

SAT:

Mathematics Benchmark Performance



Evidence-Based Reading and Writing Benchmark Performance

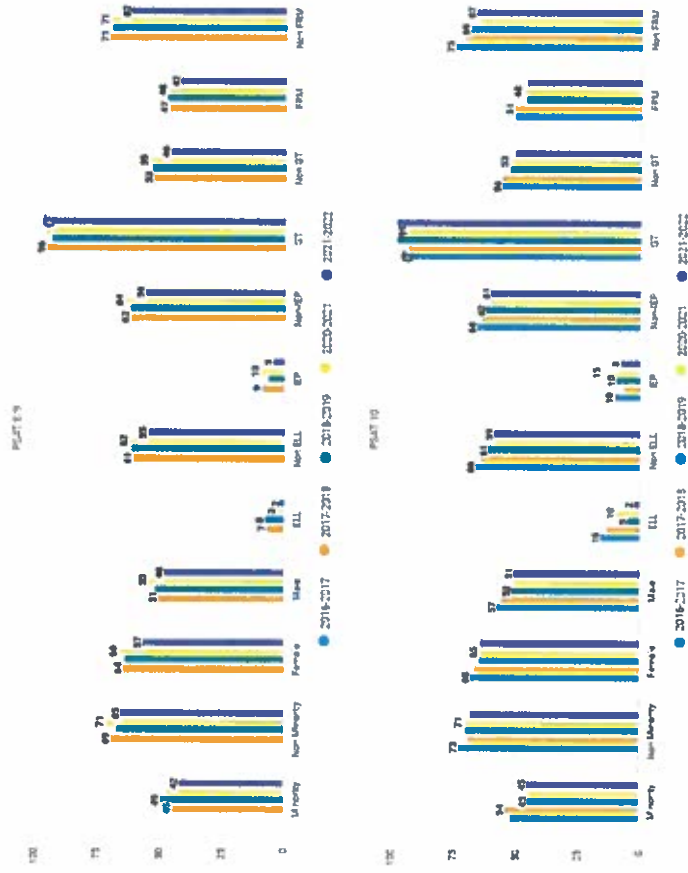


Overall, SAT results in mathematics show a decline in performance in the years leading up to the pandemic, and show 24% college ready.

EBRW results have shown a steady decline over five years from 55% college ready in 2017 to 45% in 2022.

PSAT EBRW Gap Analysis (Passing Rate)

ELA Passing Rate by Subgroups



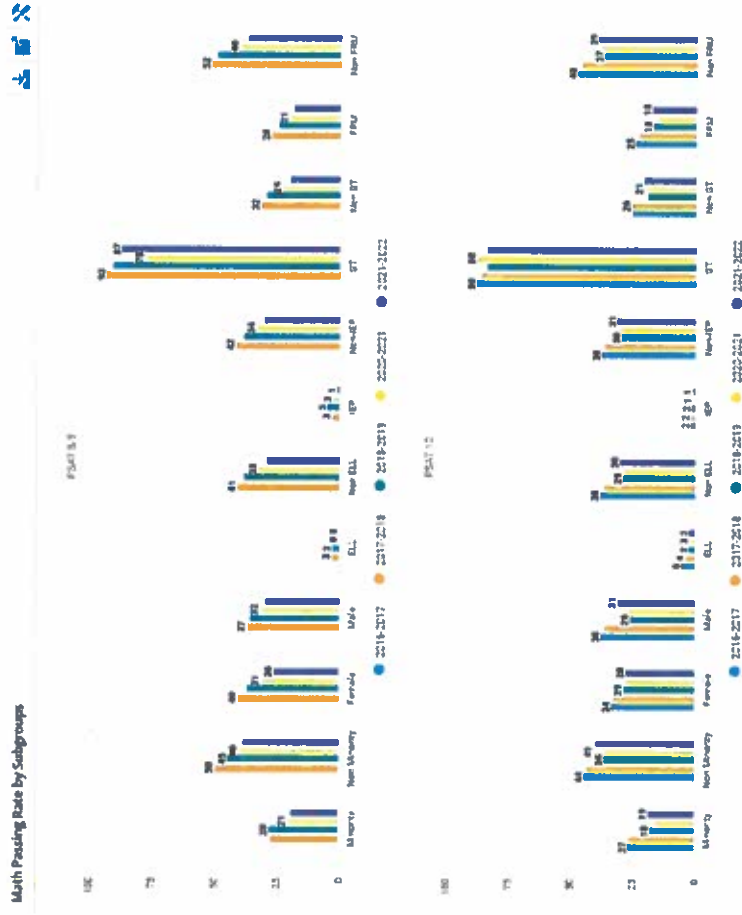
Gifted & Talented: Both PSAT 8/9 and PSAT 10 passing rates remain strong for identified gifted students

- 2017-18: 96% PSAT 8/9 and 94% PSAT 10
- 2018-2019: 94% PSAT 8/9 and 98% PSAT 10
- 2020-2021: 96% PSAT 8/9 and 99% PSAT 10
- 2021-2022: 97% PSAT 8/9 and 98% PSAT 10

Economic Disadvantage: There are significant gaps in passing rates between economically disadvantaged (42% PSAT 8/9 and 46% PSAT 10) and non-economically disadvantaged students (62% PSAT 8/9 and 67% PSAT 10).

Minority: There are significant gaps in passing rates between minority (42% PSAT 8/9 and 45% PSAT 10) and non-minority students (65% PSAT 8/9 and 68% PSAT 10).

PSAT Math Gap Analysis (Passing Rate)



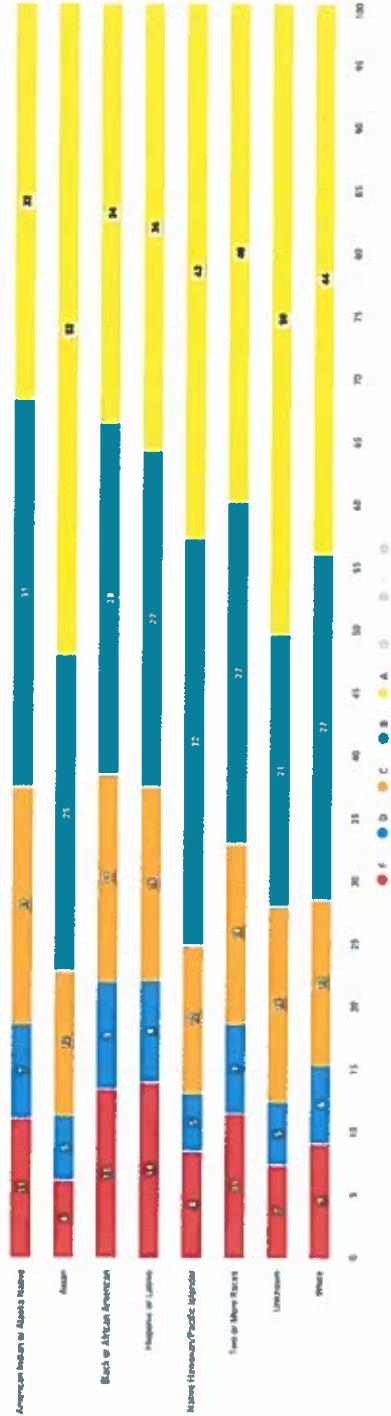
Gifted & Talented: While PSAT 8/9 passing rates were in the low 90's pre-pandemic (2017-18: 93% / 2018-19: 91%), there was a significant post-pandemic decrease to 78%, followed by an increase to 87% in 2021-2022. Conversely, PSAT 10 passing rates have remained relatively stable in the mid to high 80% (2017-18: 86% / 2018-19: 84% / 2020-21: 88% / 2021-22: 84%).

Economic Disadvantage: There are significant gaps in passing rates between economically disadvantaged (19% PSAT 8/9 and 18% PSAT 10) and non-economically disadvantaged students (37% PSAT 8/9 and 39% PSAT 10).

Minority: There are significant gaps in passing rates between minority (19% PSAT 8/9 and 19% PSAT 10) and non-minority students (38% PSAT 8/9 and 39% PSAT 10).

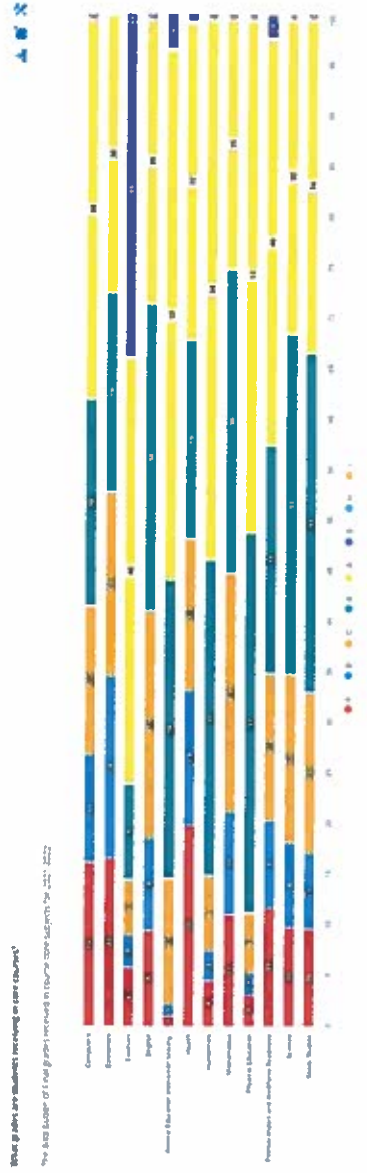
Student Course Taking Analysis

The distribution of Progress grades received in course core subjects for 2021-2022.



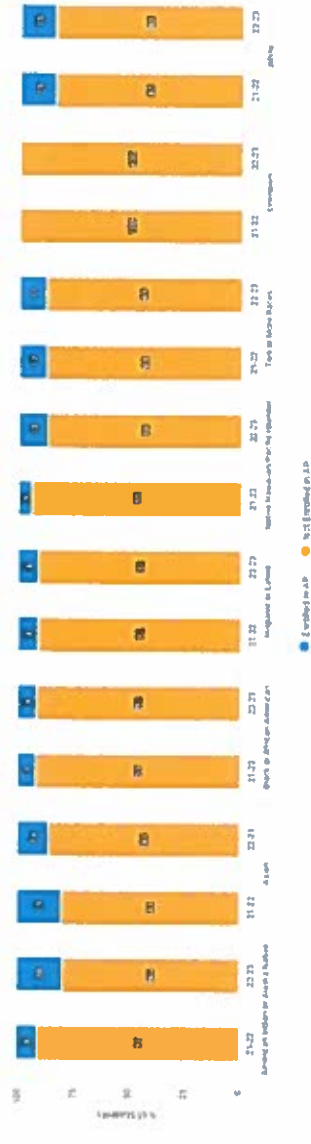
Grade Distribution by Race/Ethnicity					
	A	B	C	D	F
American Indian or Alaska Native	32%	31%	19%	7%	11%
Asian	52%	25%	12%	5%	6%
Black or African American	34%	28%	17%	9%	13%
Hispanic or Latino	36%	27%	16%	8%	14%
Native Hawaiian/Pacific Islander	43%	32%	12%	5%	8%

Two or More Races	40%	27%	14%	7%	11%
White	44%	27%	13%	6%	9%



Grade Distribution in Core Courses	A	B	C	D	F
Mathematics	25%	30%	24%	10%	11%
English	29%	30%	23%	9%	9%
Science	32%	33%	17%	8%	10%
Social Studies	34%	33%	16%	7%	10%

The percentage of students scheduled for AP classes by subgroup



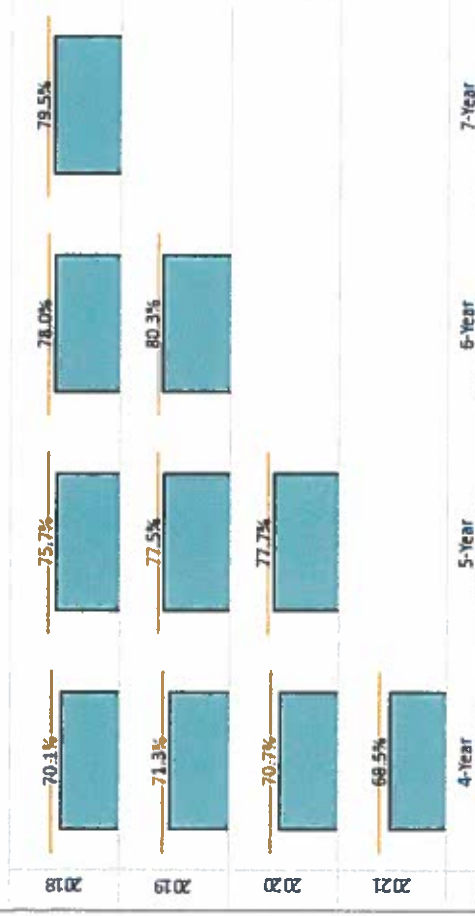
AP Class Participation Within Each Subgroup	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Two or More Races	White
2021-22	9%	19%	7%	8%	5%	12%	15%
2022-23	20%	14%	8%	8%	13%	11%	15%

Graduation Rates



Graduation Rates | All Students

Colorado reports 4-year, 5-year, 6-year, and 7-year graduation rates, with each rate referring to the number of years that elapse between a student entering ninth grade and graduating.



"Class Of..."	Number of Years After Entering High School
2020-2021	4
2019-2020	5
2018-2019	6
2017-2018	7

Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Title 1	Homeless	Gifted-Talented
Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate
62.7%	51.4%	59.4%	55.0%	36.7%	86.1%
70.9%	63.8%	71.5%	75.7%	55.2%	92.0%
68.0%	67.3%	74.3%	54.8%	69.3%	93.5%
66.1%	76.9%	74.1%	59.3%	64.7%	93.7%

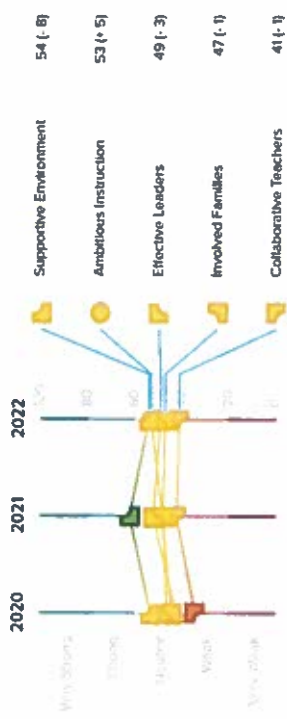
University of Chicago 5 Essentials Climate and Culture Survey

The 5Essentials were developed by the University of Chicago Urban Education Institute, in partnership with Chicago Public Schools. Past research has shown that schools strong on at least three of the five essentials are 10 times more likely to improve student learning than schools weak on three or more of the five

essentials. The survey serves as a diagnostic assessment of a school/district's culture and climate designed to identify organizational strengths and areas of opportunity on the five essential factors that research has shown to drive school improvement – Effective Leaders, Collaborative Teachers, Involved Families, Ambitious Instruction, and Supportive Environment.



Essential Performance Trends



The highest performing essentials for the district include Student-Teacher Trust, English Instruction, Parent Influence on Decision Making in Schools, and Program Coherence.

The greatest improvements were seen in Math Instruction, Collaborative Practices, English Instruction, Academic Press, and Parent Involvement in School.

The lowest performing essentials for the district include Collective Responsibility, Teacher-Parent Trust, Collaborative Practices, School Commitment, and Quality of Student Discussion.

Decreases were seen in Peer Support for Academic Work, Student-Teacher Trust, School Commitment, and Quality of Student Discussion.

Trend Analysis



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Achievement (Status)

In alignment with the Colorado READ Act identification of students eligible as Significant Reading Deficiency, District 11 showed a significant increase in numbers of students identified in the spring of 2021; however, in 2022, the number of identified students decreased. Spring 2013= 1144 / Spring 2014= 1326 / Spring 2015= 1396 / Spring 2016= 1560 / Spring 2017= 1549 / Spring 2018= 1433 / Spring 2019= 1537 / Spring 2021=2002 / Spring 2022=1733 / Due to a suspension in benchmark testing for Spring 2020, there are no data available.



Trend Direction: Stable
Performance Indicator Target: Academic Achievement (Status)

The trend for CMAS Science at the high school level is Stable based on CO PSAT/SAT Achievement data. In 2018 and 2019, the ratings for all sub groups except All Students was "Does Not Meet." All Students was "Approaching." Science was not tested in 2022.



Trend Direction: Decreasing then stable
Performance Indicator Target: Academic Achievement (Status)

The trend for Math at the high school level is Decreasing then Stable based on CO PSAT/SAT Achievement data. In 2018, the ratings for 3 of the 5 groups (English Learners, Free/Reduced-Price Lunch Eligible and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching." In 2019 Minority Students dropped to "Does Not Meet" as well. This stayed the same for 2022.



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

The trend for Evidence-Based Reading and Writing (EBRW) at the high school level is Decreasing based on CO PSAT/SAT Achievement data. In 2018, the ratings for 2 of the 5 groups (English Learners and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching." In 2019 Free/Reduced-Price Lunch Eligible also dropped to "Does Not Meet." In 2022, Minority Students dropped to "Does Not Meet" as well.



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

The trend for Science at the middle school level is Decreasing on CMAS Achievement data. According to the DPF, in 2018, two categories (English Learners and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching." In 2019, All students was the only group that remained "Approaching," with all sub-groups falling to "Does Not Meet." Science was not tested in 2022.



Trend Direction: Stable then decreasing

Performance Indicator Target: Academic Achievement (Status)

The trend for Math at the middle school level is Stable then Decreasing based on CMAS Achievement data. For years 2018 and 2019, the ratings for 2 of the 5 groups (English Learners and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching." In 2022, All students was the only group that remained "Approaching," with all sub-groups falling to "Does Not Meet."



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

The trend for ELA at the middle school level is Stable based on CMAS Achievement data. For years 2018, 2019, and 2022 the ratings for 2 of the 5 groups (English Learners and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching."



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

The trend for Science at the elementary level is Stable on CMAS Achievement data. According to the DPF, at the elementary level in 2018, two categories (English Learners and Students with Disabilities) were rated as "Does Not Meet," and all other categories were rated as "Approaching." This remained true in 2019, and Science was not tested in 2022.



Trend Direction: Stable then decreasing

Performance Indicator Target: Academic Achievement (Status)

The trend for Math at the elementary level is Stable then Decreasing on CMAS Achievement data. According to the DPF, at the elementary level in 2018, Students with Disabilities was rated as "Does Not Meet," and All Students was rated as "Meets," with all others rated as "Approaching." This remained the same for 2019. However, in 2022, All Students fell to "Approaching" and English Learners fell to "Does not Meet."



Trend Direction: Decreasing then stable

Performance Indicator Target: Academic Achievement (Status)

The trend for ELA at the elementary level is Decreasing then Stable on CMAS Achievement data. According to the DPF, at the elementary level in 2018, two categories (English Learners and Students with Disabilities) were rated as "Does Not Meet," and All Students was rated as "Meets." The other two categories, Free/Reduced-Price Lunch Eligible and Minority Students were rated as "Approaching." All categories except All Students remained the same for 2019 and 2022; All students fell to "Approaching."



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

At the District level, the trend for academic achievement has remained "Approaching" for 2015-16 through 2021-22; however, the points earned in the 3-year trend from 2018 to 2022 is declining 52.9% (2018) to 49.7% (2019) to 43.9% (2022). This is notable because the percentage of points earned is declining. The 2022 Preliminary

Transitional Performance Framework shows the district as Accredited with Improvement Plan: Low Participation. In 2022 the district saw an increase in participation from the prior year with an overall rate of 91% up from 83.5% in 2021. Of the 9% of student that were untested, 3.5% were from parent test refusals, 3.5% were from students that withdrew from the district before completion, and just 1% was related to student absences.



Trend Direction: Stable then decreasing

Performance Indicator Target: Academic Growth

The trend for ELA at the elementary level is Stable then Decreasing based on CMAS Growth data. According to the DPF, at the elementary level in 2018, All Students and subgroups were rated as "Approaching" except ELL students, who improved to "Meets." In 2019, the profile is identical to 2018, with MGPs dropping slightly or staying the same (Students with Disabilities). In 2022 there were 3 rated as "Approaching" (ELL dropping from "Meets") and Students with Disabilities dropped to "Does Not Meet."



Trend Direction: Stable

Performance Indicator Target: Academic Growth

The trend for Math at the elementary level is Stable based on CMAS Growth data. According to the DPF, in 2018, 2019, and 2022 the overall rating was "Meets" with Students with Disabilities being the only group rating as "Approaching" each year.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

The trend for ELP at the middle school level is Increasing then Decreasing based on CMAS Growth data. According to the DPF, in 2018 it was rates as "Meets/Approaching," then rose to "Meets" in 2019, and in 2022 fell to "Approaching."



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

The trend for ELA at the middle school level is increasing then decreasing based on CMAS Growth data. From 2018 to 2019 the ratings for 2 of the 5 groups (English Learners and Free/Reduced-Price Lunch Eligible) increased from "Approaching" to "Meets." In 2022 the ratings for three of the four groups fell: English Learners and Free/Reduced-Price Lunch Eligible to "Approaching" and Students with Disabilities to "Does Not Meet."



Trend Direction: Stable

Performance Indicator Target: Academic Growth

The trend for Math at the middle school level is Stable based on CMAS Growth data. According to the DPF, in 2018, 2019, and 2022 the overall rating was "Meets" with Students with Disabilities being the only group rating as "Approaching" each year.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Growth

The trend for ELP at the middle school level is Decreasing then Increasing based on CMAS Growth data. According to the DPF, in 2018 it was rated as "Meets," then fell to "Approaching" 2019, and in 2022 rose back to "Meets."



Trend Direction: Stable

Performance Indicator Target: Academic Growth

The trend for Evidence-Based Reading and Writing (EBRW) at the high school level is categorically Stable based on CO PSAT/SAT Growth data. For each year, 2018, 2019, and 2022 there were three groups rated as "Approaching," and one rated as "Does Not Meet." Of note is that in 2018 and 2019 the group that was "Does not Meet" was Students with Disabilities. However, in 2022 this changed to English Learners as the group that received a "Does not Meet" rating.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

The trend for Math at the high school level is Increasing then Decreasing based on CO PSAT/SAT Growth data. In 2018, three of the four groups were rated as "Approaching" with Students with Disabilities rating "Does Not Meet." In 2019, all were rated "Approaching." But, in 2022 Students with Disabilities fell back to "Does Not Meet."



Trend Direction: Increasing
Performance Indicator Target: Academic Growth

The trend for ELP at the high school level is increasing based on CO PSAT/SAT Growth data. It has steadily risen from "Does Not Meet" to "Approaching" from 2018 to 2022.



Trend Direction: Decreasing then increasing
Performance Indicator Target: Postsecondary & Workforce Readiness

The trend for dropout rate is overall improving, however there was an increase in dropout rate for English Learners in 2021. The Dropout Rate for All Students was as follows: 2012=3%; 2013=3%; 2014=2.8%; 2016=3.0%; 2017=2.5%; 2018: 3.1%; 2019: 2.7%; 2020: 2.6%. 2021: 2.6%. While all students and all subgroups have historically been rated as "Approaching," in 2021 English learners dropped to "Does Not Meet" as the dropout rate for this group rose from 4% to 5.6%. This is notable because the increased dropout rate for English Learners is more than double the rate for All Students.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement

Inconsistent academic achievement across all grade spans and the district as a whole in all content areas, with clear gaps between the categories of all students and English learners, non-economically disadvantaged and economically disadvantaged, race/ethnicity, students with disabilities, and identified gifted students.



Root Cause: Lack of Instructional Practices that Promote High-Levels of Student Learning

Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and reliable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.

Root Cause: Growing Healthy Community Engagement



From the 5 Essentials Parent Survey only 36% of parents are informed on what their child is working on in class on a weekly basis. Only 46% were contacted personally even as low as once or twice per semester. Only 15% were provided suggestions on how to support their child on a monthly basis or weekly basis. Clearly, as a district, we are missing key opportunities to establish positive 2-way communication with parents and families which leads to feelings of disconnectedness.



Priority Performance Challenge: Gaps in Subgroup Performance

Inconsistent academic growth across all grade spans and the district as a whole in all content areas, with a clear gap between economically disadvantaged, race/ethnicity, students with disabilities, and English learners.



Root Cause: Lack of Differentiation to Meet Diverse Learning Needs

The district lacks strategies to reduce the disproportionality (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories.



Root Cause: Lack of Instructional Practices that Promote High-Levels of Student Learning

Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and reliable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.



Priority Performance Challenge: Family Engagement

Inconsistent family and community engagement efforts produces persistent gaps in performance across all content areas and subgroupings.



Root Cause: Lack of Connection with School

After 2 years of using the 5 Essentials Parent Survey, the district continues to be weak in the area of Involved Families with only 43% of families reporting their voice is valued to a great extent in their school, and 39% feel they are an important part of improving the school. 56% report feeling very satisfied with the education their child is receiving, and 65% are extremely likely to recommend their school to another parent. Across the district, parents are satisfied with the product but feel disconnected from the process.

Magnitude of Performance Challenges and Rationale for Selection:



The Priority Performance Challenges were chosen as areas of focus because as a district, there are no achievement or growth areas in which all three grade spans and content areas received a "Meets" rating. This indicates a systemic issue.

Magnitude of Root Causes and Rationale for Selection:



These root causes were selected because District 11 is not meeting state expectations in academic achievement, academic growth, or post-secondary and workforce readiness in most areas according to the DPF. Additionally, we show achievement and growth gaps between all students and disaggregated student sub-groups in nearly all areas. This level of performance is indicative of a systemic issue or issues within the educational system.

Throughout the 2021-22 school year, information on staff alignment with the strategic plan and the development of collaborative practices were monitored using the aforementioned 5 Essentials survey and the Orgametrics survey. Orgametrics is designed to measure the degree to which staff across the district are aligned with the strategic plan in their communications and work. Through analysis of this data, Education Insights found that the district staff are misaligned to the strategic plan in three areas: clear communication, opportunities for creativity and innovation, and trust in the honesty and capability of leadership. Additionally, the 5 Essentials survey showed many schools that were not well organized for improvement based on a weak or neutral Collaborative Culture among teachers and Effective Leaders.

Upon further analysis of both sets of data, the biggest predictor of improved trust in leadership is to create opportunities for employee ideas and innovations to be shared and implemented. Across the district, opportunities to share and implement innovations were highly correlated to improved leader trust (Pearson correlation = 0.9). If these opportunities are nurtured and sustained, the district should see improvements on both measures which will translate to improved academic outcomes for all students.

Action Plans Planning Form



Coherence in Tier 1 Instruction

What will success look like: Coherence in Tier 1 Instructional Systems Includes: - Cascading professional learning model: - One Plan continuous improvement cycles (progress monitoring and data analysis) - System of support and accountability (principal, area networks, district collaborative) Coherent focus on content-specific professional learning in K-12 Mathematics and Early Literacy which empowers teachers to: - Proactively plan for learning. By school year 2024-2025, all leaders and educators will understand, implement and become accountable to a cohesive D11 Tier I System.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research: D11 has partnered with McRel international to ensure all Tier I work aligns to the latest research on effective teaching and learning models. Classroom Instruction That Works, a collection of research analysis and professional learning resources by McRel provides evidence-based insights from rigorous research to strengthen instructional planning and delivery that have strong positive effects on student learning. Learning That Sticks, a collection of research analysis and professional learning resources by McRel that give educators key insights from neuroscience on how students' brains receive new information, store it as memories, and then recall and apply it in the future. With proven practices from learning sciences in a unique and practical Six-Phase Model for Student Learning, every educator will plan and deliver their lessons in a way that maximizes student interest and deep, authentic learning. Gifted Students: The Association of Supervision and Curriculum Development (ASCD) calls out how Best First Instruction strategies support gifted students-- <https://www.ascd.org/el/articles/six-strategies-for-challenging-gifted-learners> Here is a summary of the district's McRel work, to include the research and strategies D11 is leveraging: https://d11-my.sharepoint.com/:w/g/personal/karol_gates_d11_org/EWQZqgLC8kFAsOVq4qUnXuMB-gVOOoKoOWQIoccDgG-5ng?time=NMSwF52d2kg

Associated Root Causes:

Lack of Instructional Practices that Promote High-Levels of Student Learning:

Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.



Lack of Differentiation to Meet Diverse Learning Needs:

The district lacks strategies to reduce the disproportionality (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories.



Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Systems - One Plan continuous improvement cycles	Area Superintendents (with the support of the Office of System Improvement, Curriculum and Instruction, and Educator Effectiveness) will assist principals and building leaders work collectively with their staff to implement at least one Major Improvement Strategy (Planning for Learning, Engagement Designing Quality Questioning/Challenging Learning Tasks) related to improving ambitious instruction through Best First Instruction.	08/17/2022 05/05/2023 Monthly	Area Superintendents	
 Systems - One Plan continuous improvement cycles:	The Office of System Improvement will support all principals and building instructional leaders in their continued utilization of the school's One Plan for instructional goal setting, evidence of Implementation, and continuous improvement efforts a minimum of 2-3 times a year for every school, and 4 times a year for priority schools.	08/17/2022 05/05/2023 Monthly	Office of System Improvement	
 Systems - Cascading professional learning model	Participants report 80% that PL led to consistency and clarity to implement a coherent Best, First, Instruction Tier I Learning System on monthly professional learning surveys.	08/17/2022 05/15/2023 Monthly	Office of Curriculum and Instruction	
 Content - Proactively Plan for Learning	80% of learning walks in K-12 mathematics and early literacy with Area Superintendents and principal leaders demonstrate evidence of teachers proactively planning for content-specific learning.	09/23/2022 05/15/2023 Monthly	Area Superintendents	



The Gifted and Talented Team will continue to meet the goal of identifying the top 15% (Tier 3 and Talent Development) of each school as measured by a variety of standardized measures and building a body of evidence, per the updated identification guidance from CDE.

09/23/2022
05/15/2023
Quarterly

Office of Gifted and Talented

Content - Gifted and Talented Student Supports



Regular meetings between principals and Area Superintendents include student outcome data review following each District Benchmark cycle.

10/03/2022
05/15/2023
Quarterly

Area Superintendents

Systems - System of support and accountability

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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- Each division/departement will align their strategic plans to: One Plan continuous improvement cycles; professional learning and coaching; system of support and accountability - Content - Proactively plan for learning - Plan and clearly articulate a predictable, responsive cycle to engage in the One Plan check-ins at each school, including monitoring of Actions and Evidence to include: implementation data to ensure consistent execution of Major Improvement Strategies, so that student outcome results correlate to consistent student achievement. - Plan and facilitate a Spring "One Plan Symposium" to engage in the One Plan Protocol (Analyze, Priority Challenge Identification, and Research-Based Strategy Selection) across D11 with increased frequency for priority schools. System Improvement, Area Superintendents, and Curriculum & Instruction will support school teams with developing major improvement strategies specific to Best First Instruction. These strategies will be highly customized to each building based on 5E results, and school team expertise.

Systems - One Plan continuous improvement cycles

08/01/2022
06/02/2023

One Plan protocol
Curriculum and Instruction Office of System Improvement



Systems -
Cascading
professional
learning model

- Plan and deliver cascading professional learning with a targeted focus on K-12 mathematics and early literacy - Include consistent Professional Learning Community (PLC - School and District) opportunities for educators to plan for learning in upcoming units of study - Each central department will develop their implementation plan with clearly aligned goals to deliver on cascading professional learning model.

08/01/2022
05/15/2023

Office of
Curriculum and
Instruction



Content -
Proactively Plan
for Learning -
Special
Populations

Gifted Education department, Special Education department, and Culturally and Linguistically Diverse Educators will support the academic growth of students based on their individual needs and areas of strength. Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve.

08/01/2022
05/15/2023

Office of Gifted
and Talented;
Office of Special
Education; Office
of Culturally and
Linguistically
Diverse Learning



School Systems -
One Plan
continuous
improvement
cycles

- Using school implementation data along with student outcome data, prepare for site visits to engage in the One Plan check-ins conducted at the school, including opportunities to differentiate visits based on One Plans - Complete follow up action steps developed during One Plan Check-Ins and monitor student data

08/01/2022
05/15/2023

School
Administrators



Content -
Proactively Plan

- School leaders, teacher leaders, and department chairs will be provided with clear next steps to implement content-specific strategies after cascading professional learning model in K-12 mathematics and early literacy - Provide schools & area supts with observable evidence of content-specific strategies aligned to next steps provided in K-12 mathematics and early literacy - Area superintendents and network teams will engage in bi-weekly

09/01/2022
05/15/2023

Area
Superintendents

for Learning	meetings with school leaders, including learning walks to monitor implementation of One Plans and K-12 mathematics and early literacy content-specific instructional strategies provided through the monthly professional learning model.			
 School Systems - Cascading professional learning model	- Engage in centrally-offered professional learning with a targeted focus on K-12 mathematics and early literacy - Plan and deliver site-specific follow-up professional learning in TLCs/department meetings with a focus on early literacy and K-12 mathematics. - Include opportunities for collaborative planning and coaching cycles in TLCs/department meetings to plan for upcoming units of instruction minimally in K-12 mathematics and early literacy.	09/01/2022 05/15/2023	School Administrators	
 School Systems - System of support and accountability	- Plan and implement systems to monitor student outcome data aligned with quarterly learning guides/targets (scope and sequence for learning) and assessments provided by central office. - Prepare for and engage in One Plan check-ins to ensure the school can track student outcome progress and develop subsequent action plans.	09/01/2022 05/15/2023	One Plan Actions and Evidence Documentation School Administrators	
 School Content - Proactively Plan for Learning - Special Populations	Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will support the academic growth of students based on their individual needs and areas of strength. Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve.	09/01/2022 05/15/2023	School Administrators	
 School Content -	- Leverage resources provided to engage in regular school-based planning - Set clear expectations for teachers to proactively plan for learning with a focus on K-12 mathematics and early literacy. - Engage in bi-weekly meetings with area networks/central office staff, including learning walks to monitor implementation of One	10/03/2022 05/15/2023	School Administrators	

Proactively Plan for Learning Plans and K-12 mathematics and early literacy content-specific instructional strategies provided by central teams. - Engage district and school based coaches to support planning for learning

Provide school leadership teams with clear expectations for monitoring student outcome data aligned with the quarterly learning guides/targets (scope and sequence for learning) and assessment strategy. - Education Insights will provide time, resources, and support to principals and teachers to develop and implement common interim assessments tied to grade level standards. - Education Insights will support the implementation of a District Benchmark (STAR) designed to efficiently identify gaps among all our subpopulations for interventions, calculate student growth percentiles recognized by CDE, and have a high degree of predictive power for state testing performance. This assessment will be given beginning of year, middle of year, and end of year windows. Support will also be given to best utilize the results. - One-Plan check-ins will ensure ongoing use of the One Plan tool to support school leadership team goal-setting, implementation monitoring, and evidence documentation of strategy progress. This will culminate in the third One Plan Symposium giving school teams concerted time to evaluate and revise their One Plan approach with increased opportunities for teacher and staff participation. - Training and development for district leaders and principals to improve alignment of practice in the teacher and principal evaluation system to include Best First Instruction, MTSS approaches within the Measures of Student Learning and Professional Practice scores



Systems - System of support and accountability

10/14/2022
05/15/2023
Performance Matters; STAR
Office of Assessment



Growing Healthy Community Engagement

What will success look like: Success in establishing positive connections between families and schools will look like: Sustained positive communication to families from schools; Seeking expertise from the family on student strengths and areas for growth; Regularly sharing student data in ways that are accessible for families; Assisting families' ability to support student learning at home; Using a range of methods for two-way communication to maintain ongoing positive communication with families; and collaborating with communities and external partners to ensure that communications are in families' home languages and are culturally appropriate.

Describe the research/evidence base supporting the strategy and why it is a good fit: According to the University of Chicago Impact Study, schools with Involved Families build strong external relationships viewing the parents and families as partners in helping every child learn and succeed. Such schools are defined by valuing parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources (Bryke, 2018). Creating an environment of involved families has been shown to be a significant factor contributing to improved school academic performance.

Associated Root Causes:

Lack of Connection with School:



After 2 years of using the 5 Essentials Parent Survey, the district continues to be weak in the area of Involved Families with only 43% of families reporting their voice is valued to a great extent in their school, and 39% feel they are an important part of improving the school. 56% report feeling very satisfied with the education their child is receiving, and 65% are extremely likely to recommend their school to another parent. Across the district, parents are satisfied with the product but feel disconnected from the process.

Growing Healthy Community Engagement:



From the 5 Essentials Parent Survey only 36% of parents are informed on what their child is working on in class on a weekly basis. Only 46% were contacted personally even as low as once or twice per semester. Only 15% were provided suggestions on how to support their child on a monthly basis or weekly basis. Clearly, as a district, we are missing key opportunities to establish positive 2-way communication with parents and families which leads to feelings of disconnectedness.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Positive 2-Way	Quarterly, district and school leadership will co-design with community members strategies that welcome families into the learning process early and often by engaging with the family about	08/22/2022	Michael Gaal	
		05/22/2023		
		Quarterly		



Communication	their children's strengths and home cultures		
	District and school leadership will learn from diverse communities to build trust and cooperation to solve for barriers to involvement in school improvement, district accountability, and other engagement opportunities. We will co-design action steps that result in deeper community engagement with leaders from a diversity of community groups in the district.	08/22/2022 05/01/2023 Quarterly	Michael Gaal
Co-Creation of Community Engagement Plans			
	District and school leadership will establish culturally effective communication strategies in partnership with leaders from a diverse range of community perspectives to engage in district improvement efforts for improved academic success for all students	08/22/2022 05/01/2023 Quarterly	Devra Ashby
Collaboration with Community Stakeholders			
	On a monthly basis, Area Superintendents will work with principals and staff to create systems that welcome families into classrooms and the learning process early in the school year. Strategies may include, but are not limited to home visits, proactive positive calls home, seeking expertise from the family on student strengths and areas of growth, and learning about student's home cultures	10/03/2022 06/02/2023 Monthly	Tamara Acevedo
Positive Communication			
	Curriculum and Instruction, Education Insights and Area Superintendents in partnership with principals will regularly share student data in ways that are accessible for families and provide strategies for families to support students on specific learning goals	10/03/2022 06/02/2023 Quarterly	David Khaliqi
Support of Student Learning			
	Student Support and Engagement, Area Superintendents, and Education Insights will work with principals to design	10/04/2022 06/02/2023	Jamie Montoyadeschmidt

Improved Attendance	communication and outreach strategies designed to improve student attendance with a particular focus on Turnaround and Priority Improvement Schools	Weekly			
	The Office of D11 Engage will facilitate listening and learning sessions with the community in partnership with community resources including community centers and libraries.	10/21/2022 05/20/2023 Quarterly	LouAnn Dekleva		
Community Engagement					
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status
	-District leaders of various community steering committees and advisory groups will meet during the school year with a diversity of community group leaders to recruit community members for DAC and SAC involvement among other opportunities -Superintendent will host 2 forums with a representative SAC members from every school to discuss BFI, student achievement, and school support for specialized needs of students and family engagement -District leaders will work in partnership with building leaders to create dynamic, family, school and community partnerships that honor the context of the school utilizing community liaisons -By the Spring semester, 2023 all schools will have SAC representation.	10/18/2021 06/02/2023	Re-design and implement community liaisons in new and innovative ways	LouAnn Dekleva	
Collaboration with Community Stakeholders					
	Develop and implement the family engagement tools within Power School with targets for teacher and parent adoption. PowerSchool Parent Portal adoption goals for the 2022-23 school year are: 1) 80% of parents will activate and/or update Parent Portal accounts by the end of first quarter to access attendance, assignments, grades, report cards, etc. 2) 100% of Middle and High school teachers will post assignments and grades weekly; 100% of Elementary school teachers will post grades quarterly.	08/16/2022 05/26/2023	Power School training resources; Support for school leaders to use innovative practices for family engagement	John McCarron	
Power School Implementation					



All DAC subcommittee community member seats will be filled by the end of the 2022-23 school year and ready for work in the 2023-24 year.

DAC Involvement

10/01/2022
06/02/2023

Blackboard notifications
Website Social Media Community group engagement
DAC Subcommittee Chairs



G/T leadership will meet and collaborate with DAC chairs, Parent Teachers Organizations, and other district partner groups to recruit participation and involvement in the SENG groups

SENG Participation

10/03/2022
06/02/2023

Blackboard parent communication
Website Social media Community engagement groups
Emily Andrews



Engage Families in BFI - Early Literacy
-Schools will engage in culturally relevant conversations with families around ways of supporting reading and early literacy in their child. -The district will support schools in sharing Acadience and STAR assessment data with families and ways to help students progress to the next level of reading. -The district will support schools with resources to promote reading at home including parent access to individual student scores and focus skill development. -The district will support schools in expanding after-school enrichment and tutoring for 2023-24 school year.

STAR assessment tools Acadience assessment tools
Tamara Acevedo;
David Khaliqi

10/03/2022
06/02/2023



Engage Families - Math
-Schools will engage in culturally relevant conversations with families around ways of supporting math skills, facts, and problem solving in their children utilizing our district curricular resource. -The district will support schools in sharing STAR Math assessment data with families and ways to help students progress to the next level of math skills. -The district will support schools with resources to promote engaging math problem solving at

STAR Math assessment tools
Tamara Acevedo;
David Khaliqi

10/03/2022
06/02/2023

home including parent access to individual student scores and focus skill development. -The district will support schools in expanding after-school enrichment and tutoring.



Positive 2-Way
Communication

Provide SAC, PTO, and other advisory parent groups with professional learning aligned to best first instruction cascading professional school learning (standards, assessment, quality instruction) and ask families to share strategies for family engagement and provide knowledge of their children with the school and teachers. By the 2023-24 school year, all SACs and DAC members will have received training on using BF1 strategies to engage families and children in their respective schools.

DAC/SAC training

materials BF1

professional

learning Family

engagement

strategies

10/03/2022

06/02/2023

Tamara Acevedo



Engage with
Home Cultures

-SAC, PTO and other advisory parent groups will explore strategies with their schools and teachers around using classroom assignments to leverage student beliefs and backgrounds in student learning. -One Plan check-ins will explore and implement strategies to gather, share, and celebrate student cultures in their buildings including parent/family engagement strategies.

SAC/PTO and

other community

group training

materials One

Plan

10/03/2022

06/02/2023

Area

Superintendents

Tamara Acevedo



Improved
Attendance

Design and implement targeted two-way communication strategies that build social rapport with families whose child is chronically absent. Research-based strategies will focus on understanding and remediating issues that prevent students from attending as well as issues that repel students from attending school on a consistent basis.

Technology tools

and apps Time for

home visits

Engagement

strategies

10/10/2022

06/02/2023

Area

Superintendents



5E Involved

Administer the 4th year of school and student surveys, and 3rd year of parent surveys for growth analysis in Involved Families. New to 2022-23, to boost participation the parent survey portion will be administered in October to align with parent-teacher

5E contract;

Teacher and

student roster

development;

Survey

deployment

(online); Parent

10/14/2022

02/10/2023

David Khaliqi

Families	conferences with the goal of receiving greater than 50% participation at all schools.	emails; Parent deployment; Development of Spanish version
	In 2023-24 begin using Design Lab protocols with district and school leadership to ideate with diverse community groups to prototype innovations for rapid-cycle testing in schools and the district. These Design Lab sessions will happen at least once per semester with various community advisory and accountability groups. In 2023-24 will use Design Thinking to co-create engagement plans with various communities within D11 including but not limited to the Black and Hispanic Chambers of Commerce, LULAC, El Pomar Emerging Leaders, and others. These co-created plans will be implemented in the district in the 2024-25 academic year.	Design Lab space and protocols Resources for implementation and evaluation Nicole Ottmer
Co-Creation of Engagement Plans		09/11/2023 06/05/2026



Observation, Coaching, and Feedback

What will success look like: All building level evaluators will demonstrate instructional leadership by having evidence of and engaging in established systems for classroom observation, coaching, and feedback to ensure improved academic outcomes. The Colorado Department of Education's Coaching Strategy Guide defines teacher coaching as a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is defined as information provided to teachers about student learning in their classrooms and/or their performance towards professional goals Effective coaching and feedback results in changes to teacher practice and student achievement. As schools implement their One Plan major improvement strategies, progress in strategy execution of adults along with student outcomes will be evident.

Describe the research/evidence base supporting the strategy and why it is a good fit:
<https://visiblybetter.cepr.harvard.edu/files/visibly-better/files/instructional-feedback-guidebook.pdf>–To improve teaching, regular observation and feedback are a must-do. In most cases, educators who view their school's established evaluation system as merely compliance-driven and punitive overlook the chance to embrace a well-designed feedback process—one that includes data collection via observation and feedback that corresponds with established competencies.

Associated Root Causes:

Lack of Instructional Practices that Promote High-Levels of Student Learning:

Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.



Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Observation Evidence	The tool to collect observation evidence is evaluator choice, and must be submitted with each evaluation.	08/01/2022 04/21/2023 Quarterly	Tanya Nash	
 Coaching Conference Form	The Coaching Conference Form, or building created document with the components of the form, must be used and submitted with each evaluation.	08/08/2022	Tanya Nash	
 Learning Walks	Educator Effectiveness staff will support principals in effectively facilitating observation, coaching, and feedback cycles, designed in partnership with the school's teachers, to ensure processes are designed to support collective trust. All year 1-3 administrators will conduct classroom walks with one of the following: Building Principal, Educator Effectiveness Facilitator, or an Area Superintendent. Year 4+ administrators can schedule time as needed for coaching and support.	08/17/2022 05/12/2023 Weekly	Tanya Nash	



Board of
Education (BOE)
reports

Educator Effectiveness Metric Data will be included in the
quarterly report to the BOE.

10/19/2022
05/01/2023
Quarterly

Tanya Nash

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Utilize a continuous feedback process that supports personal and professional growth. Through evaluation processes evaluators will engage in on-going professional conversation which will support employee growth in increasing skills sets to positively impact implementation	07/01/2021 06/01/2023			
	Continuous Feedback				

of the District mission.

Education
Insights will
conduct periodic
Data Labs with
area
superintendents,
content
facilitators, and
curriculum and
instruction



Data Analysis
and
Decision-Making

08/09/2021
05/01/2023

Data Lab meeting resources, data visualizations and analysis to support action

improvement
strategies to
customize
support for
schools
pursuing
common
approaches.

A steering
committee
consisting of
principal
representatives,
and Area
Superintendents

has been established to work with the Educator Effectiveness office. Alongside the steering committee, a collaborative work group was convened for the purpose of designing tools to be used for observation, coaching, and feedback. The collaborative work group had membership from each principal level group as well as representatives identified by CSEA president Joe Schot.



Collaboration

06/01/2022
06/30/2022
Results from Potential Problem Analysis

Observation,
Feedback, and
Coaching
Resources will



Resources

be provided to
all evaluators
during Educator
Effectiveness
training.

08/01/2022 Link to Resources:
08/31/2022 <https://d11.sharepoint.com/:f:/r/teams/EducatorEffectiveness/Shared%20Documents/Observation,%20Coaching,%20and>

All Year 1-3
administrators
will participate in
a 2-hour



Professional Learning

professional
learning session
on Observation,
Coaching, and
Feedback
Cycles.
(Optional for 4+
year
administrators)

10/03/2022 Lesson videos to calibrate practice on observation, coaching, and feedback.
10/31/2022

Promising
teaching
strategies
yielding results
will be shared
through One
Plan check-in
conversations
and brought
back to be
added to a What
Works sharing
site maintained



What Works Sharing

and updated by 10/03/2022 Sharepoint site One Plan check ins

System 06/02/2023

Improvement
staff. Strategies
will be shared
out to whole
district through
Leadership
Levers, system
meetings,
Summer
Symposium,
and other
mechanisms

School Target Setting



Priority Performance Challenge : Academic Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2022-2023: For All Students - minimum 6% increase in scale score in ELA and Math per year until a "Meets" rating is achieved with a 2% increase per year thereafter.

2023-2024: For All Students - minimum 6% increase in scale score in ELA and Math per year until a "Meets" rating is achieved with a 2% increase per year thereafter.

INTERIM MEASURES FOR 2022-2023: STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Acadience: Decrease the number of students identified as having a Significant Reading Deficiency by 5% year over year.

2023-2024: Acadience: Decrease the number of students identified as having a Significant Reading Deficiency by 5% year over year.

INTERIM MEASURES FOR 2022-2023: Acadience Progress Monitoring will be used to differentiate reading instruction for all K-3 learners.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: All schools not meeting expected growth (>50 median growth percentile) will achieve a median growth percentile of at least 50 in ELA and Math. Once achieved overall district growth of 1 MGP per year in ELA and Math will be maintained.

2023-2024: All schools not meeting expected growth (>50 median growth percentile) will achieve a median growth percentile of at least 50 in ELA and Math. Once achieved overall district growth of 1 MGP per year in ELA and Math will be maintained.

INTERIM MEASURES FOR 2022-2023: STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: District Benchmark: Tier 3 and Talent Development GT Reading Students will demonstrate (at least) 1.5 years growth as measured by the District Benchmark Assessment in ELA and Math.

2023-2024: District Benchmark: Tier 3 and Talent Development GT Reading Students will demonstrate (at least) 1.5 years growth as measured by the District Benchmark Assessment in ELA and Math.

INTERIM MEASURES FOR 2022-2023: STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Improve 4-year graduation rate by 3% per year until a "Meets" rating is achieved and a 1% increase per year thereafter

2023-2024: Improve 4-year graduation rate by 3% per year until a "Meets" rating is achieved and a 1% increase per year thereafter

INTERIM MEASURES FOR 2022-2023: Early Warning Risk Factor data analysis, D/F rate, Course completion



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: All schools below a 90% average attendance rate will increase their rate by 2% until a 90% average attendance rate is attained. Additionally, all schools will be below a 15% chronic absence average by the end of the school year.

2023-2024: All schools below a 92% average attendance rate will increase their rate by 1% until a 92% average attendance rate is attained. Additionally, all schools will be below a 10% chronic absence average by the end of the school year.

INTERIM MEASURES FOR 2022-2023: Weekly attendance rate and chronic absence rate by school



Priority Performance Challenge : Gaps in Subgroup Performance



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS:

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: For the following student groups: English Learners, Economic Disadvantage, Minority, and Students with Disabilities - minimum 5% increase in scale score in ELA and Math per year until a "Meets" rating is achieved with a 2% increase per year thereafter.

2023-2024: For the following student groups: English Learners, Economic Disadvantage, Minority, and Students with Disabilities - minimum 5% increase in scale score in ELA and Math per year until a "Meets" rating is achieved with a 2% increase per year thereafter.

INTERIM MEASURES FOR 2022-2023: STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS:

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: For the following student groups: English Learners, Economic Disadvantage, Minority, and Students with Disabilities - a minimum median growth percentile (MGP) of 50 will be achieved with a 1 MGP increase thereafter.

2023-2024: For the following student groups: English Learners, Economic Disadvantage, Minority, and Students with Disabilities - a minimum median growth percentile (MGP) of 50 will be achieved with a 1 MGP increase thereafter.

INTERIM MEASURES FOR 2022-2023: STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark.



Priority Performance Challenge : Family Engagement



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Using 5 Essentials Parent Survey data: Increase the percentage of parents reporting that teachers interact with them to support their child's learning and development at least once per week by 20% (currently at 36%).

2023-2024: Using 5 Essentials Parent Survey data: Increase the percentage of parents reporting that teachers interact with

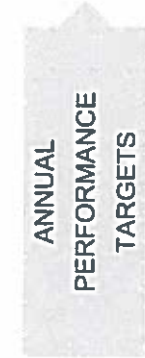
them to support their child's learning and development at least once per week by 20%.

INTERIM MEASURES FOR 2022-2023: School-based surveys, and parent feedback



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:



2022-2023: All schools reach at least a 50% response rate in the 5E Parent and Family Survey given in Oct, 2022. Those above 50% in prior administrations will increase the response rate by an additional 2%.

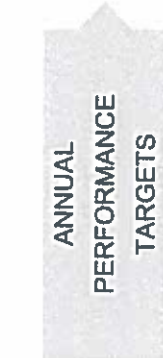
2023-2024: All schools reach at least a 65% response rate on the 5E Parent and Family Survey given in Oct, 2023. Those above 65% in prior administrations will increase their response rate by an additional 2%.

INTERIM MEASURES FOR 2022-2023: 5E response rate after Oct administration.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:



2022-2023: More than 50% of parent respondents to "Your voice is valued at the school" and "You are an important part of improving the school" report agreeing to these statements "To a great extent". Currently, 43% and 39% respectively of responding parents agree with these statements "to a great extent".

2023-2024: More than 60% of parent respondents to "Your voice is valued at the school" and "You are an important part of improving the school" report agreeing to these statements "To a great extent".

INTERIM MEASURES FOR 2022-2023: 5E Parent Survey



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: All schools will have School Accountability Committee member representation at their school and each SAC member will participate in the One Plan Summer Symposium.

2023-2024: All schools will have School Accountability Committee member representation at their school which mirrors the demographics of the school and each SAC member will participate in the One Plan Summer Symposium.

INTERIM MEASURES FOR 2022-2023: SAC training attendance rates DAC community involvement rates



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: All academic advisory groups and steering committees for G/T, SPED, and ELL will be filled by the end of the year.

2023-2024: All academic advisory groups and steering committees for G/T, SPED, and ELL will be filled by the beginning of the year with the goal of having at least 5% representation from diverse socio-economic backgrounds in our community.

INTERIM MEASURES FOR 2022-2023: Attendance rates to advisory group meetings, informational sessions, and trainings