

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

May 14, 2020
WebEx
trudy.tool@cssd11.webex.com
5:00 – 7:00pm

1. Welcome– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight on Marilyn Eggleston, Community Liaison at North MS – 30 minutes
3. MLO Override Plan Amendment (Full Day Kindergarten and Employee Compensation) – Glenn Gustafson, CFO – 30 minutes
4. Update on New Enrollment Tool and Process for Next Year – Dr. David Khaliqi, Executive Director – EDSS/Blake Miller, Director of Enrollment – 30 minutes
5. Accreditation Subcommittee Report – Jane Tucker – 5 minutes
6. Budget Subcommittee Report – Michael Reyes – 5 minutes
7. Membership Subcommittee Report – Joseph Mezzofante – 5 minutes
8. Election of DAC Chairs – Velvet Stepanek – 5 minutes
9. Training & SAC Support Report – Lyman Kaiser – 5 minutes
10. Miscellaneous – Velvet Stepanek, DAC Chair – 5 minutes

DAC Accreditation Meeting (WebEx)
Monday, May 11, 2020 (5:00pm-6:30pm)

- I. Welcome
- II. Update on 5Essentials
- III. Q1-3 ADB
- IV. 6-8 ELA/math impacts on on-track
- V. 9th grade on-track to graduate data review

Fall 2020 DAC Accreditation meetings will take place in the **EDSS Building** located at **1033 N Franklin St.** Colorado Springs, 80903 (the building with the blue doors).

Upon entering the building, the Conference Room is the first room on your right.

- **Fall Meeting Schedule** (2nd and 4th Mondays, 5:00pm-6:30pm):
EDSS Conference Room
September 14th
September 28th
October 12th
October 26th
November 9th
December 14th

The option to attend future meetings virtually (in lieu of in-person attendance) will be available and WebEx meeting invitations will be sent ahead of the Fall meetings.

Colorado Springs School District 11, 2020 Summer School

Expectations for Summer School 2020

1. Summer school schedule requires that all students attend class, every day due to the concentration of instruction.

Summer School Attendance Policy

Each tardy will result in a .5 attendance penalty point. A student will be dropped from class, without refund or credit on the 4th tardy to class.

Each absence is worth 1 attendance penalty point. A student will be dropped from class without credit or refund on the 2nd absence in that class.

Any accumulation of absences or tardies that total more than 1.5 penalty points will result in a student being dropped from class without a refund or credit.

2. Students provide their own transportation and may park in the north or south parking lots and are not to allowed to remain in vehicles for any reason.

3. All District Eleven campuses are non-smoking.

4. Summer school follows District Eleven's Student Conduct and Discipline Code.

<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/69/StudentHandbook.pdf>

5. Students who are withdrawn from a class for attendance or disciplinary reasons will not receive credit for the course and will forfeit fees paid.

6. Students will come prepared to learn, participate in a positive manner and complete all work satisfactorily in order to earn credit for the course(s).

7. All books or supplies must be returned to the school, all damage fees owed to the school must be paid, and all obligations must be met BEFORE credit for the courses(s) are released to the student's home school.

Does your student have an IEP/Individualized Education Plan? Yes No Does your student have a 504? Yes No

If yes please provide a copy of IEP or 504 to jason.miller@d11.org or fax to 719-328-2101. Please call 719-328-2110 to confirm receipt.

Are these classes required for student to receive a May 2020 Diploma? Yes No

If you would like your receipt mailed to you, please enclose a self-addressed stamped envelope.

Is your student currently expelled? Yes No If yes, from what school district? _____

Will your student need to take medication at school? Yes No If yes, please contact Helen at 719-328-2110 to make arrangements.

I understand and agree with these expectations and have answered all questions honestly and to the best of my ability.

Student Signature

Date

Parent/Guardian Signature

Date

BOTH SIGNATURES ARE REQUIRED



COURSE #	TITLE	Session
SCIENCE		
SC.BIO1	<u>Biology 1</u>	Session 1
SC.BIO2	<u>Biology 2</u>	Session 2
Comprehensive course designed to provide students with the key biological concepts to meet state and district standards. Topics include cell structure and function and general plant and animal biology. Includes problem solving, critical thinking and hands-on laboratory experiences.		
SC.PES1	<u>Physical Science/Earth/Space 1</u>	Session 1
SC.PES2	<u>Physical Science/Earth/Space 2</u>	Session 2
Study of physics (motion, energy forms), chemistry (atomic structure, periodic table, and chemical reactions), and earth science (geology, meteorology, oceanography, astronomy). This is a laboratory class.		
SOCIAL STUDIES		
SS.21CGWH1	<u>21ST Cent Geo/Wld Hist 1</u>	Session 1
SS.GEWHST2	<u>21ST Cent Geo/Wld Hist 2</u>	Session 2
The emphasis will be on core geographic concepts, including regions, migration, conflict and cooperation, environment and agriculture, and population distribution, density and change.		
Apply these concepts to the study of major development in world history, from the Renaissance to the close of the 19 th century.		
SS.USHST3	<u>US History: Reconst – Present 3</u>	Session 1
SS.USHST4	<u>US History: Reconst – Present 4</u>	Session 2
This course is a survey course of major developments form 1877 to present. U.S. and world geography is emphasized. The study of our nation’s past as part of the general study of humanity will reveal historical, political, economic, social, and cultural relationships among the people of the world. An appreciation of the national heritage of the United States and an understanding of how past events relate to current events in an interdependent world will be stressed.		
SS.USGOV	<u>United States Government</u>	Session 1
Will incorporate Colorado Civics content standards, including the purpose of government and heritage of U.S. government, comparative governments, the Constitution as a living document, political parties, citizenship rights and responsibilities, state and local government, and government relations to world affairs.		
SS.REGECON	<u>Economics</u>	Session 2
Covers the basic concepts of economics: scarcity, choice, cost, and how personal decision-making applies to these concepts. Includes how money, credit and supply-demand work and addresses decisions about financial planning, insurance, and housing.		
ENGLISH		
EN.ENG1	<u>English 1</u>	Session 1
First Semester of Grade 9: Emphasizes the development of logical thinking skills and expository writing and speaking.		
EN.ENG2	<u>English 2</u>	Session 2
Second semester of Grade 9: Develops writing, reading, Basic English usage skills and speaking.		

COURSE #	TITLE	Session
EN.ENG3	<u>English 3</u>	Session 1
	First Semester of Grade 10: Studies reading with understanding, writing with clarity, speaking, listening, and viewing. Students may be required to revise papers until the work is acceptable.	
EN.ENG4	<u>English 4</u>	Session 2
	Second semester of Grade 10: Continuation of skills learned in English 3	
EN.ENG5	<u>English 5</u>	Session 1
	Builds on skills learned in Grade 10 by studying genre, form, and structure, literary devices and recognition of the characteristics of a literacy work. Intensive study of composition and grammar.	
EN.ENG6	<u>English 6</u>	Session 2
	Second semester of Grade 11: Continuation of skills learned in English 5	
EN.ENG7	<u>English 7</u> (Sen. Lit. 1)	Session 1
EN.ENG8	<u>English 8</u> (Sen. Lit. 2)	Session 2
	Reading and discussing selected works by world writers, exploring various thematic ideas expressed in recognized works of the past and present, and by writing essays.	
	MATHEMATICS	
MA.GEO 1	<u>Geometry 1</u>	Session 1
MA.GEO 2	<u>Geometry 2</u>	Session 2
	Introduces process of logical reasoning through use of a deductive system and transformation and coordinate geometry. Involves inductive reasoning through construction and measurement. Provides basic concepts involving geometric figures and emphasize their relationship to algebraic concepts.	
MA.ALGE 1	<u>Algebra 1</u>	Session 1
MA.ALGE 2	<u>Algebra 2</u>	Session 2
	This course deals with the fundamental concepts of algebra focusing on those topics related to evaluating expressions and solving equations. Topics include linear and quadratic algebra, systems of equations, graphing, inequalities, radicals and real numbers, functions (to include exponential and polynomial), and introductory geometry. Students will develop algebraic concepts and skills through a problem solving and investigative approach using a blend of technology related tools and paper and pencil problem solving skills.	
MA.ALG3	<u>Algebra 3</u>	Session 1
MA.ALG4	<u>Algebra 4</u>	Session 2
	All of the concepts in Algebra 1, 2 will be reinforces through mathematics theory and application of mathematics in new situations. Concepts include open sentences in one, two and three variables, and factoring of polynomials, matrices, complex numbers, series and sequences, probability, statistics and conic sections.	
	Scientific calculators are recommended for this course.	
MA.ESEN1	<u>Math Essentials 1</u>	Session 1
MA. ESEN2	<u>Math Essentials 2</u>	Session 2
	Math Essentials follows the approach of making mathematics relevant by using skills in a problem-solving environment. This course is designed for students who have not demonstrated mastery of basic math skills. Topics include operations on whole numbers, integers, percent's and rational numbers. Measurement, geometry, statistics and probability with real world applications will be covered. Students may use computers, calculators, and manipulatives for course work. No credit will be given for students who have received credit for Algebra, Tech/Applied Math or equivalent.	



Mill Levy Override Spending Plan Plan Amendment Form

Item no. 2000-14 & 2000-1B
Item description: Full Day Kindergarten and Employee Compensation

Plan Amendment Category:

- Spending plan definition deviation _____
- Moving funds to another authorized item 2000-14
- Moving funds to a new item _____
- Moving unspent funds to a new item _____
- Other 2000-1B

Plan Amendment Rationale:

In the Spring of 2019, the Governor of Colorado worked with the legislature to introduce and eventually pass HB 19-1262 to offer and fund full-day kindergarten in Colorado. This bill eventually passed and was incorporated into the School Finance Act.

The District's 2000 mill levy override (MLO) includes item 14 that funds full-day kindergarten in District 11. Item 14 was the consolidation of two original MLO spending plan items: school start times and research-based interventions. Now that the state has implemented full-day kindergarten (with funding), funding from this MLO item is no longer needed.

The District would like to repurpose these funds on a non-recurring basis for FY 20/21, into 2000 MLO PIP 1B: Employee Compensation for the full amount of \$2,400,550. These funds will be absolutely necessary to help cushion the financial "blow", which the COVID-19 Economic Recession will cause. We are anticipating roughly a 25 million deficit in Colorado K-12 funding for next fiscal year alone, and therefore making plans now to help mitigate the anticipated "blow", is our best course of action in these trying times. The plans to reallocate these funds for FY 21/22 will come at a later date, once plans are developed.

Plan Amendment Approval:**Date:**

- District Administration (Superintendent's Staff) 4/16/20
- District 11 Mill Levy Override Oversight Committee 4/21/20
- District Accountability Committee (DAC) 5/14/20
- District Board of Education (5 vote minimum) 5/13/20, 5/27/20

Attachments:

PIPs 2000-14 and 2000-1B
Executive Order D2020 017
MLO Phase-in Worksheet

Colorado Springs School District 11
2000 Mill Levy Override Implementation Plan Budget
SUSPENDED on July 1, 2019

Program: Research Based Interventions/Full Day Kindergarten Program No.: Various
 Program Budget Manager: David Engstrom
 Division: Achievement, Learning & Leadership/ Personnel Support Services MLO Item No.: 14
 Division Head: Phoebe Bailey/David Engstrom

Program Description:

An intervention is defined as a deliberate accommodation/modification of an existing circumstance that assists the student in achieving at a proficient level and those not maximizing learning on the content standards.

Researched-based interventions will be put into place to address the needs of students who are partially proficient or unsatisfactory in achieving the standards. The funds are allocated based on student achievement and will vary by site. To be approved for funding, the interventions must be data-driven, based on identified needs included in the unified school improvement plan and research-based.

This funding provides the necessary recurring funds for the transition from half-day kindergarten classes to full-day kindergarten classes. The majority of these funds are used for the hire of additional teachers to convert each kindergarten classroom from a .5 FTE to a 1.0 FTE. Remaining funds support the professional development of these teachers.

Alignment with District Business Plan Goal: Goal 1, Demonstrate improvement of student achievement

This PIP aligns with Ballot Question Point: #3, Focus on academic core subjects like math, reading, writing, and science

Explanation for Use of Funds and Calculations:

17 FTE teacher salaries and benefits	\$2,200,000
Intervention staff development	<u>200,550</u>
	\$2,400,550

The expenditures for staff could be extended day, extended year, or in-school interventions.

Plan Amendment History:

When the MLO plan was developed prior to approval of the voters, spending plan research indicated a strong need to adjust school start times to match student sleep patterns. The original thought was a change in start times which would require a conversion from a 3-tier busing to a 2-tier busing system which would require additional buses and drivers.

Based on the existing school schedule, these funds will not be needed for the foreseeable future. Based on this, the District moved these funds to full-day kindergarten implementation in order to maximize early childhood education and student achievement.

Plan Amendment #2... Once Passed

Performance Measures and Targets:

MEASURE	TARGET
Employment of 17 highly qualified and highly effective kindergarten teachers.	Percentage of highly effective teachers

Acct #	Object	Job Class	FY16/17 Actual	FY17/18 Actual	FY18/19 Actual	Changes	FY19-20 Adopted Budget
011020	REGULAR EMPLOYEES	TEACHER	1,715,455	1,400,300	1,650,000	(1,650,000)	-
020020	EMPLOYEE BENEFITS	TEACHER	685,095	799,700	550,000	(550,000)	-
043000	EQUIPMENT MAINT.		-	200,550	200,550	(200,550)	-
084000	CONTINGENCY					1,650,550	1,650,550
Total Expenditures			2,400,550	2,400,550	2,400,550	(750,000)	1,650,550
Staff FTE:							
	TEACHERS		17.00	17.00	17.00	(17.00)	-
FTE Totals			17.00	17.00	17.00	(17.00)	-

PIP Approval Date	PIP Review to Committee Date(s)
6/28/2001	3/6/03, 12/13/07, 2/8/07, 3/8/07, 5/10/08, 5/23/11, 6/6/11, 3/19/19

COLORADO SPRINGS SCHOOL DISTRICT 11
2000 Mill Levy Override Implementation Budget

Program:	Employee Compensation	Program No.: Various
Program Budget Manager:	Danniella Ewen	
Division:	Personnel Support Services	MLO Item No.: 1B
Division Head:	Phoebe Bailey	

Program Description:

This program is used to account for the value of pay raises for teachers and ESP employees for mid-year FY00-01 and for FY01-02. In FY17-18, this PIP was revised to include former PIP 15, Substitute Teacher Pay (\$250,000), PIP 16, Beginning Teacher Salary (\$400,000) and PIP 19 Crossing Guard Pay (\$100,000).

Alignment with District Business Plan Goal: Goal 2. Demonstrate a high-performing team
Goal 5. Provide a safe learning and working environment

This PIP aligns with Ballot Question Point: #2, Attract and retain superior teachers and support staff.
#8, Increase school safety and security

Explanation for Use of Funds and Calculations:

The pay raises were calculated in May 2000 during teacher negotiations and ESP Meet and Confer. They were based on the best available data at that time. The calculation of the pay raises were as follows:

Employee Compensation

	<u>FY00-01</u>	<u>FY01-02</u>	
ESP	\$ 928,908	\$ 823,716	
Teachers	2,147,683	2,709,693	
	<u>\$3,076,591</u>	<u>\$3,533,409</u>	
From PIP 1			\$6,610,000
<u>Substitute Teacher Pay</u>			
From PIP 15			\$ 250,000
<u>Beginning Teacher Salary</u>			
From PIP 16			\$ 400,000
<u>Crossing Guard Compensation</u>			
From PIP 19			<u>\$ 100,000</u>
Grand Total			<u>\$7,360,000</u>

Substitute Teacher Pay

To provide an increase in substitute teacher salaries to ensure a competitive rate. Substitute teacher salaries were increased by \$5.00 a day to total \$75 per day. Substitute teacher budget increased \$250,000. Note that teacher substitute pay has subsequently been increased to greater than \$75 per day.

Beginning Teacher Salary

This program is to help the District attract and retain a qualified teaching staff. A committee is working on various options to increase starting teacher salaries and/or provide signing bonuses to new teachers. In FY02-03 a district task force modified the teacher salary schedule by eliminating the "B" column and increasing the beginning teacher salary cells. The cumulative effect of these adjustments exceeded the MLO budget and was off-set by the general fund. Note that this additional pay was imbedded in the salary schedule in FY 02/03 and spent with recurring funds. The beginning teacher salary has subsequently been adjusted several times.

Crossing Guard Compensation

In FY 01/02, these funds were used to increase crossing guard salaries from approximately \$6.50 to \$8.00 per hour, to improve the capability to hire and retain quality staff in these positions. Sites are selected by the city. Hourly wages are reimbursed by the city to approximately \$5.15 per hour. Calculation: \$1.50 per hour for three hours per day, 170 school days for 60 guarded sites, PERA and Medicare at 11.35 percent. The crossing guard pay has subsequently been adjusted several times.

Plan Amendment History:

Subsequent to the passage of the 2000 MLO, the District implemented the employee compensation Program Implementation Plan (PIP) in accordance with the MLO spending plan. At the same time as the employee compensation plan implementation, the District adjusted beginning teacher salary in accordance with PIP 16, raised substitute teacher pay in accordance with PIP 15 and raised crossing guard pay in accordance with PIP 19. Once these recurring compensation increases were implemented, these PIPs became dormant and unchanged. In fact, all of the compensation levels have significantly changed since the initial approval 17 years ago in 2000. Based on the dormancy of these PIPs, it was desired to merge PIPs 1, 15, 16, and 19 into a single PIP in order to streamline and simplify the 2000 MLO spending plan.

Performance Measures and Targets:

MEASURE	TARGET
Salaries including benefits of ESP and teachers will be monitored throughout the year to ensure the District remains competitive.	Colorado Springs School District 11's teacher and ESP wages and benefits will be competitive with surrounding school districts.
Human Resources will review the percentage of filled vacancies by guest staff teachers on a quarterly basis.	All teachers' absences will be filled daily at 95 percent.
Guest staff teachers' daily pay will be monitored.	Guest staff teachers' daily pay will be monitored in order to remain competitive with local school districts.
Human Resources conducts a survey to determine the guest staff pay scales of Colorado Springs school districts	A recommendation for a guest staff daily pay rates approval is made for the following school year. The recommendation for an increase in guest staff daily rate was approved for 2014-15.
Beginning teachers' salaries and benefits will be reviewed before the next interest-based bargaining session.	Beginning teachers' salaries and benefits will be reviewed and adjusted as appropriate during the next interest-based bargaining session.
Beginning teacher salaries and benefits will be measured against peer group districts annually.	Beginning teacher salaries and benefits will be competitive with peer group districts and adjusted accordingly when possible.
Ensure all authorized pedestrian crossings are staffed with trained crossing guards during the school year	All authorized pedestrian crossings, as identified by the crossing guard agreement, will be staffed with trained crossing guards during the school year.

Acct #	Object	Job Class	FY 16/17 Actual	FY 17/18 Actual	FY 18/19 Actual	Changes	FY 19/20 Adopted Budget
011020	REGULAR EMPLOYEES	TEACHER	4,274,160	4,674,160	3,880,250	(440,560)	3,439,690
011050	REGULAR EMPLOYEES	CLERICAL	1,542,640	1,631,290	1,389,750	(148,240)	1,241,510
012020	TEMPORARY SALARY	TEACHER	250,000	250,000	250,000		250,000
012050	TEMPORARY SALARY	CLERICAL	216,080	-	-	-	-
020020	EMPLOYEE BENEFITS	TEACHER	582,840	582,840	1,376,750	440,560	1,817,310
020050	EMPLOYEE BENEFITS	CLERICAL	254,414	221,710	463,250	148,240	611,490
061000	SUPPLIES AND MATERIALS		1,471	-	-	-	-
Total Expenditures			7,121,605	7,360,000	7,360,000	-	7,360,000

(*FY Actuals and Adopted Budget Reflects the Combining of PIPs*)

PIP Approval Date	PIP Review to Committee Date(s)
5/17/2001	6/2/02, 5/1/03, 5/14/12, 10/1/12; 8/15/14, 1/12/18, 1/15/19



D 2020 017

EXECUTIVE ORDER

Ordering Coloradans to Stay at Home Due to the Presence of COVID-19 in the State

Pursuant to the authority vested in the Governor of the State of Colorado and, in particular, pursuant to Article IV, Section 2 of the Colorado Constitution and the relevant portions of the Colorado Disaster Emergency Act, C.R.S. § 24-33.5-701, *et seq.* (Act), I, Jared Polis, Governor of the State of Colorado, hereby issue this Executive Order ordering Coloradans to stay at home whenever possible due to the presence of coronavirus disease 2019 (COVID-19) in the State.

I. Background and Purpose

On March 5, 2020, the Colorado Department of Public Health and Environment's (CDPHE) public health laboratory confirmed the first presumptive positive COVID-19 test result in Colorado. Since then, the number of confirmed cases has continued to climb, and we have evidence of community spread throughout the State. I verbally declared a disaster emergency on March 10, 2020, and issued the corresponding Executive Order D 2020 003 on March 11, 2020 and requested that the President of the United States declare a Major Disaster for the State of Colorado, pursuant to the Stafford Act, on March 25, 2020.

My administration, along with other state, local, and federal authorities, has taken a wide array of actions to mitigate the effects of the pandemic, prevent further spread, and protect against overwhelming our health care resources.

The actions we have undertaken to date are not yet doing enough to reduce the spread of the virus, and we must take additional action to minimize the duration of this epidemic and of the disruption to our daily lives. The virus that causes COVID-19 is spread primarily by close contact between people and through respiratory droplets when an infected person coughs or sneezes. Public health experts recommend we practice "social distancing," or maintaining a physical distance of six (6) feet or more from other people, as a way to slow the spread of COVID-19.

This Executive Order requires Coloradans to stay at home, and subject to certain limited exceptions, orders the Executive Director of the CDPHE to issue a public health order defining

critical emergency personnel, infrastructure, government functions, and other activities that are exempt from the directives in this Executive Order.

II. **Directives**

- A. This Executive Order will become effective Thursday, March 26, 2020, at 6:00 a.m.
- B. I direct all Coloradans to stay at home, subject to limited exceptions such as obtaining food and other household necessities, going to and from work at critical businesses, seeking medical care, caring for dependents or pets, or caring for a vulnerable person in another location.
- C. I direct all businesses other than those qualified as “Critical Businesses” under Public Health Order 20-24 or any Public Health Order issued pursuant to this Executive Order, to close temporarily, except as necessary to engage in minimum basic operations needed to protect assets and maintain personnel functions, as of the effective date of this Executive Order.
- D. I direct the Executive Director of the CDPHE to issue a public health order consistent with the directives in this Executive Order.
 - 1. Certain individuals must continue to work outside their residences to provide goods and services critical to our response to the COVID-19 epidemic emergency. The public health order must therefore identify:
 - a. critical emergency personnel and infrastructure necessary to ensure continuity of critical healthcare, government functions, public safety, manufacturing, and supply chain operations;
 - b. certain critical businesses exempt from this Executive Order, provided they comply with social distancing requirements;
 - c. steps all critical businesses must take to comply with social distancing requirements; and
 - d. a process by which a local public health authority may obtain relief from this Executive Order or any related Public Health Order issued by CDPHE to more effectively meet local conditions and needs without burdening public health resources in other parts of the State.
 - e. Nothing in this Executive Order prevents a local public health authority from issuing an order more protective of public than this Executive Order. For clarity, any stay at home or similar order issued by a local jurisdiction remains in full force and effect.

2. Individuals must be permitted to carry on basic activities necessary to care for themselves, their families, and to maintain their places of residence. The public health order must therefore identify authorized activities individuals may engage in consistently with the goals of this Executive Order.

III. **Duration**

This Executive Order remains in effect through April 11, 2020 unless rescinded or modified by further Executive Order.



GIVEN under my hand and
the Executive Seal of the
State of Colorado, twenty-
fifth day of March, 2020

A handwritten signature in blue ink, reading "Jared Polis", is written over a light blue rectangular background.

Jared Polis
Governor



COLORADO
Governor Jared Polis

Ordering Coloradans to Stay in Place Due to the Presence of COVID-19 in the State

On Wednesday, March 25, Governor Polis issued Executive Order D2020-017 ordering Coloradans to stay in place due to the presence of coronavirus disease 2019 (COVID-19) in the state. Colorado Department of Public Health and Environment's (CDPHE) issued a public health order defining critical emergency personnel, infrastructure, government functions, and other activities that are exempt from the directives in this Executive Order. For more information on what this order means for you, please see below.

About the Order

When does the order take effect?

The order will take effect Thursday, March 26 at 6:00 a.m.

When does the order end?

The order is set to last through Saturday, April 11, 2020 unless rescinded or modified by further Executive Order.

Why is the Order necessary?

On March 5, 2020, CDPHE's public health laboratory confirmed the first presumptive positive COVID-19 test result in Colorado. Since then, the number of confirmed cases has continued to climb. We all need to take these precautions for the preservation of public health and safety throughout the entire State and to ensure our healthcare delivery system can serve those who are sick.

The Polis administration, along with other state, local, and federal authorities, has taken a wide array of actions to mitigate the effects of the pandemic, prevent further spread, and protect against overwhelming our health care resources.

The economic impacts of COVID-19 are significant, and threaten to undermine the economic stability of many Coloradans and local businesses. The period of the economic disruption must be minimized by minimizing the spread of the virus. We must take action to shore up economic security, employment, community cohesion, and community recovery.

Where does the "Stay in Place" order apply?

The Governor's executive order includes the entire state except areas in which a county health authority obtains approval from CDPHE to modify the order. Unless you work for a critical business or are doing an essential activity, you should stay home. Work from home is permitted and encouraged where possible. Although this order does not apply to critical business, social distancing will be mandated for those businesses that remain open.

What is the difference between the stay in place order and social distancing?

Stay in Place makes it very clear that Coloradans should take extreme steps to avoid contact with anybody outside their household and minimize contact in public places that could be contaminated with the COVID-19 virus.

Social distancing is an important first step in preventing the spread of a disease like COVID-19 that allows people to go about their daily activities while taking extra health and safety precautions. The Stay in Place order requires people to remain in their homes unless they are going to or from work or doing an essential task like going to the grocery store or walking a pet.

Is this mandatory or just guidance?

This order is mandatory.

What does the Stay in Place order do?For Businesses:

- Critical businesses exempt from this Executive Order.
- Critical businesses must take all steps possible to comply with social distancing requirements.

For Coloradans:

- To remain at home, only leave their home to engage in activities or perform tasks critical to their health and safety, or to the health and safety of their family or household members or to go to or return from critical work. They can leave their home to:
 - Obtain food and other household necessities for themselves and their family or household members.
 - Deliver those services or supplies to others, such as, food, pet supply, other household consumer products, and products or equipment necessary to maintain the safety, sanitation, and critical operation of a residence.
 - To engage in outdoor activity, such as, walking, hiking, nordic skiing, snowshoeing, biking or running. For purposes of outdoor activity, State parks will remain open to the public to engage in walking, hiking, biking, running, and similar outdoor activities but all playgrounds, picnic areas, other similar areas conducive to public gathering, and attended areas shall be closed.
 - To perform work for critical industries.
 - To care for a family member, a vulnerable person, or pet in another household, or to care for livestock kept at a location other than an individual's home.
 - To seek medical care.
 - Individuals experiencing symptoms of COVID-19 must self-isolate until their symptoms cease or until they have a negative test result.

Enforcement

How will this order be enforced?

This order is an executive order, which means it's the law of Colorado. It's illegal to break the law.

Will the Colorado National Guard be enforcing this order?

No. The Colorado National Guard will be supporting logistics, transportation, and medical response efforts. The Guard will not be enforcing this order.

Residents who suspect that someone is violating the order should first contact their local public health agency to report any concerns. Residents may also file a report with the Attorney General's Office at covid19@coag.gov if local law enforcement or a local public health agency is unresponsive.

For more information about public health orders and how they are enforced [click here](#).

How does this impact local municipalities that have already taken steps to enact stay at home orders?

- Any local jurisdiction can put in requirements that are more restrictive and anything that was in place stays in place.

What is a Critical Business or Operation Under the Order? These are the businesses that will be open:

1. Healthcare Operations, Including:

- hospitals, clinics, and walk-in health facilities.
- medical and dental care, including ambulatory providers.
- research and laboratory services.
- medical wholesale and distribution.
- home health care companies, workers and aides.
- pharmacies.
- pharmaceutical and biotechnology companies.
- behavioral health care providers.
- veterinary care and livestock services.
- nursing homes, residential health care, or congregate care facilities
- medical supplies and equipment manufacturers and providers, including durable medical equipment technicians and suppliers.
- This does NOT include health clubs as defined in C.R.S. § 6-1-102(4.6), fitness and exercise gyms, and similar facilities.

All medical, dental and veterinary care provided pursuant to this Order must comply with the directives set forth in Executive Order D 2020 009.

2. Critical Infrastructure, Including:

- utilities including power generation, fuel supply and transmission.

- oil and gas production field operations.
- public water and wastewater.
- telecommunications and data centers.
- transportation and infrastructure necessary to support authorized businesses.
- hotels, and places of accommodation.
- businesses and organizations that provide food, shelter, social services, and other necessities of life for economically disadvantaged, persons with access and functional needs, or otherwise needy individuals.
- food and plant cultivation, including farming crops, livestock, food processing and manufacturing, animal feed and feed products, rendering, commodity sales, and any other work critical to the operation of any component of the food supply chain.

3. Critical critical Manufacturing, Including:

- food processing, manufacturing agents, including all foods and beverages.
- chemicals.
- medical equipment supplies or instruments.
- pharmaceuticals.
- sanitary products.
- telecommunications.
- microelectronics/semiconductor.
- agriculture/farms.
- household paper products.
- any business that produces products critical or incidental to the processing, functioning, development, manufacture, or delivery of any of the categories of products included in this part 3.

4. Critical critical Retail, Including:

- grocery stores including all food and beverage stores.
- farm and produce stands.
- gas stations and convenience stores.
- restaurants/bars (for take-out/delivery only as defined in Executive Order ____)
- marijuana dispensary.
- firearms stores.
- hardware, farm supply, and building material stores.
- establishments engaged in the retail sale of food and any other household consumer products (such as cleaning and personal care products)z.
- Pet stores and gun stores.
- Liquor and marijuana.

5. Critical Services, Including:

- trash and recycling collection, processing and disposal.
- mail and shipping services, and locations that offer PO boxes.
- laundromats and drycleaning services.
- building cleaning and maintenance.
- child care services (following the requirements outlined in exemptions below).
- auto supply and repair (including retail dealerships that include repair and maintenance, provided that retail activity ceases).
- warehouse/distribution and fulfillment.
- funeral homes, crematoriums, and cemeteries.
- in-person pastoral services for individuals who are in crisis or in need of end of life services provided social distancing is observed to the greatest extent possible.
- storage for critical businesses.
- animal shelters, animal rescues, zoological facilities, animal sanctuaries, and other related facilities.

6. News Media

- newspapers.
- television.
- radio.
- other media services.

7. Financial Institutions, Including:

- Banks and credit institutions.
- Insurance, payroll, and accounting services.
- services related to financial markets.

8. Providers of Basic Necessities to Economically Disadvantaged Populations, Including:

- homeless shelters and congregate care facilities.
- food banks.
- human services providers whose function includes the direct care of patients in state-licensed or funded voluntary programs; the care, protection, custody and oversight of individuals both in the community and in state-licensed residential facilities; those operating community shelters and other critical human services agencies providing direct care or support.

9. Construction, Including:

- especially for housing and housing for low-income and vulnerable people.
- skilled trades such as electricians, plumbers.
- other related firms and professionals for who provide services necessary to maintain the safety, sanitation, and critical operation of residences.

10. Defense

- defense and security-related operations supporting the State of Colorado, local government, the U.S. Government or a contractor to either or all.

11. Critical Services Necessary to Maintain the Safety, Sanitation and critical Operations of Residences or Other critical Businesses, Including:

- law enforcement.
- fire prevention and response.
- building code enforcement.
- security.
- emergency management and response.
- building cleaners or janitors.
- general maintenance whether employed by the entity directly or a vendor.
- automotive repair.
- Disinfection.
- Snow removal.

12. Vendors that Provide Critical Services or Products, Including Logistics and Technology Support, Child Care and Services:

- logistics.
- technology support for online and telephone services.
- child care programs and services.
- government owned or leased buildings.
- critical government services.

13. “Critical Government Functions” means providing, operating, and supporting:

- a. Critical services, including:
 - i. public safety (police stations, fire and rescue stations, correctional institutions, emergency vehicle and equipment storage, and, emergency operation centers);
 - ii. emergency response;
 - iii. judicial branch operations
 - iv. emergency medical (hospitals, ambulance service centers, urgent care centers having emergency treatment functions, and non-ambulatory surgical structures

- but excluding clinics, doctors offices, and non-urgent care medical structures that do not provide these functions);
- v. designated emergency shelters;
 - vi. communications (main hubs for telephone, broadcasting equipment for cable systems, satellite dish systems, cellular systems, television, radio, and other emergency warning systems, but excluding towers, poles, lines, cables, and conduits);
 - vii. Public utility plant facilities for generation and distribution (hubs, treatment plants, substations and pumping stations for water, power and gas, but not including towers, poles, power lines, buried pipelines, transmission lines, distribution lines, and service lines); and
 - viii. transportation lifelines (public transportation, transportation infrastructure, airports (municipal and larger), helicopter pads and structures serving emergency functions, and associated infrastructure (aviation control towers, air traffic control centers, and emergency equipment aircraft hangars);
 - ix. hazardous material safety;
 - x. services to at-risk populations and Vulnerable Individuals;
 - xi. any government service required for the public health and safety, government functionality, or vital to restoring normal services.

What will be open during the duration of the order?

Will grocery stores be open?

Yes, essential services will still be operational including, but not limited to:

- Grocery stores.
- Gas stations.
- Pharmacies.
- Police stations.
- Fire stations.
- Hospitals, clinics and healthcare operations.
- Garbage/sanitation.
- Public transportation.
- Public benefits (i.e. SNAP, Medicaid) hotlines.

Can I order food/groceries?

Yes, grocery delivery will be available as well as meal-delivery, drive through, and take-out options.

Will liquor and cannabis stores be open?

Yes. Items will on be for sale only for off-site consumption and while purchasing social distancing should be practiced.

Healthcare

How can I get medical care if I need it?

If you are feeling sick, call your doctor, a nurse hotline, any telehealth hotline set up specifically for COVID-19 (check with your insurance company) or an urgent care center. If you are experiencing symptoms or are currently in isolation, you should stay at home and follow the guidelines provided by your physician. Do not go to an emergency room unless necessary. Nonessential medical care like eye exams and teeth-cleaning should be postponed. When possible, healthcare visits should be done remotely. Contact your healthcare provider to see what tele-health services they provide.

Can I get a prescription filled or other healthcare needs?

Yes. Pharmacies and other medical services will remain open. You should request for your prescriptions to be delivered to your home if that is possible.

Transportation

Will public transportation and ridesharing be available?

Public transportation and ridesharing should be used for essential travel only. When possible, walk or drive yourself.

Will roads in Colorado be closed?

No, the roads will not be closed in Colorado. You should only travel if it is essential to your work or health.

Can I take a flight out of state?

Planes and any other form of travel should only be used if absolutely necessary.

What if my home is not a safe environment?

If it is not safe for you to remain home, you are able and urged to find another safe place to stay during this order. Please reach out so we can help. You may call the domestic violence hotline at 1-800-799-7233 or contact your local law enforcement.

What About Vulnerable and Children Populations

What about homeless people who can't stay at home?

The administration wants to protect the health and safety of all Coloradans, regardless of where they live. State agencies are partnering with community organizations to provide funding and resources to ensure our homeless population has safe shelter.

The Department of Local Affairs is working on getting a list of Cold Weather Shelters in the Balance of State Continuum of Care with; Contact info, Locations, Bed counts, Closing Dates.

In addition DOLA is working with state and local partners who provide services to our unhoused Coloradans through a statewide homeless taskforce. The first meeting is Monday, March 23, 2020 1-2pm.

HUD has also developed an Infectious Disease Toolkit for Continuums of Care (CoC) to prepare for and manage the spread of infectious disease in shelters.

Finally, DOLA, CDPHE and other partner agencies have created guidance for homeless care providers that is posted on the COVID-19 website.

Can I leave home to take care of an elderly or sick family member or friend?

Yes. Please be sure to practice social distancing and wash your hands frequently. Elderly people and people with suppressed immune systems are at heightened risk for contracting COVID-19.

Does the Stay in Place order mean I can't take my kids to the park?

State parks will be open during the Stay in Place order. Families will still be able to go outside, including to local parks and outdoor spaces that remain open, and take a walk, run, or bike ride but should continue to practice social distancing by remaining 6 feet away from other people. **Municipalities are encouraged to extend hours of parks to encourage spacing, and to close parks in which visitors are seen to be routinely violating spacing guidelines.** Playgrounds are closed because they pose a high risk of increasing transmission.

Is child care open?

Licensed child care remains open under specific guidance from public health. We are working to ensure all essential workers have access to childcare services so are licensing new centers and those that may have closed, on an emergency basis, to ensure there are enough spots for the children of essential workers. For urgent child care needs, contact 2-1-1.

Can I pick up meals being provided by my child's school?

Yes. Schools that provide free food services to students will continue on a pick-up and take-home basis.

Pets

What about my pet?

Pet supply stores and veterinary services will remain open. You are allowed to walk your dog and seek medical care for your pet should they require it. Be sure to practice social distancing while out on walks, maintaining at least 6 feet from other neighbors and their pets.

Colorado Springs School District 11
MLO Allocation Phase -In

2000 Mill Levy Override (MLO)													
#	Item	Original Amount	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FTE Summary Prof Tchrs ESP Total
1	Employee Compensation	6,610,000	6,610,000	6,610,000	0	0	0	0	0	0	0	0	0.0
1B	Employee Comp - Combined	0	0	0	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	0.0
2	Restore Class Size	1,498,588	0	0	0	0	0	0	0	0	0	0	0.0
2B	Class Size Reduction	1,395,399	1,395,399	1,395,399	1,395,399	1,300,630	2,050,630	1,300,630	1,300,630	1,300,630	1,300,630	1,300,630	27.9
2C	Middle School Implementation	0	2,813,000	2,813,000	2,813,000	2,621,955	2,621,955	2,621,955	2,621,955	2,621,955	2,621,955	2,621,955	56.3
3	Middle School Staff	1,297,561	0	0	0	0	0	0	0	0	0	0	0.0
4	Elem Class Size	945,400	0	0	0	0	0	0	0	0	0	0	0.0
5	Instructional Supplies & Mats	1,774,030	1,774,030	1,774,030	1,774,030	1,653,546	1,653,546	1,653,546	1,653,546	1,653,546	1,653,546	1,653,546	0.0
6	LRTs/TLCs	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	27.0
7	Staff Development	300,000	0	0	0	0	0	0	0	0	0	0	0.0
7B	Instructional & Tech Staff Dev	0	400,000	400,000	400,000	372,834	372,834	372,834	372,834	372,834	372,834	372,834	0.0
8	Start Times	1,000,000	0	0	0	0	0	0	0	0	0	0	0.0
9	CITs/LTEs	2,200,000	2,200,000	2,200,000	2,530,322	2,530,322	2,530,322	2,530,322	2,530,322	2,530,322	2,530,322	2,530,322	0.0
9B	CITs/LTEs/Security/EDSS	0	0	0	0	0	0	0	0	0	0	0	0.0
10	High School Class Size	466,850	0	0	0	0	0	0	0	0	0	0	0.0
11	Technology	3,600,000	3,600,000	3,600,000	0	0	0	0	0	0	0	0	0.0
11B	Technology	0	0	0	0	0	0	0	0	0	0	0	0.0
12	ESU/SpecEd/GT	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	21.5
13	Technology Training	100,000	0	0	0	0	0	0	0	0	0	0	0.0
14	Full Day Kindergarten	1,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	0.0
15	Substitute Teachers	250,000	250,000	250,000	0	0	0	0	0	0	0	0	0.0
16	Beginning Teacher Salary	400,000	400,000	400,000	0	0	0	0	0	0	0	0	0.0
17	Software Upgrades	75,000	75,000	75,000	0	0	0	0	0	0	0	0	0.0
18	Security Staff	220,322	220,322	220,322	0	0	0	0	0	0	0	0	0.0
19	Crossing Guards	100,000	100,000	100,000	0	0	0	0	0	0	0	0	0.0
20	Align DAL/Assessments	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	0.0
21	Charter School Funding	1,287,051	1,287,051	1,287,051	0	0	0	0	0	0	0	0	0.0
21A	Charter School Funding - External	0	0	0	712,051	1,494,554	1,494,554	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	0.0
21B	Charter School Funding - Internal	0	0	0	575,000	575,000	575,000	575,000	575,000	575,000	575,000	575,000	0.0
22	Assessment Staff	110,000	110,000	110,000	0	0	0	0	0	0	0	0	0.0
23	Performance Review	100,000	100,000	100,000	0	0	0	0	0	0	0	0	0.0
24	Contingency/Tax Collect Fee	0	0	0	0	0	0	0	0	0	0	0	0.0
2000 MLO Totals		\$26,998,822	\$26,998,822	\$26,998,822	\$26,898,822	\$27,066,922	\$1,650,550 to 2017 \$25,331,372	\$27,108,458	\$27,208,458	\$27,108,458	\$27,108,458	\$27,208,458	2.0 147.7 41.0 190.7

2017 Mill Levy Override (MLO)													
#	Item	Original Amount	FY 15-16	FY 16-17	FY 17-18 (Partial Year)	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FTE Summary Prof Tchrs ESP Total
1	Comprehensive Support Model	4,500,000	0	0	0	1,750,000	2,500,000	3,000,000	3,500,000	4,500,000	4,500,000	4,500,000	63.5
2	Teacher Compensation	8,000,000	0	0	6,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	0.0
2B	Inflation Factor	1,423,838	0	0	0	0	0	1,423,838	1,423,838	1,423,838	1,423,838	1,423,838	0.0
3	ESP Compensation	5,500,000	4,000,000	4,000,000	4,000,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	0.0
4	School Security Enhancements	375,000	0	0	0	0	150,000	375,000	375,000	375,000	375,000	375,000	0.0
5	Class Size Reduction	1,750,000	0	0	0	1,000,000	1,000,000	1,750,000	1,750,000	1,750,000	1,750,000	1,750,000	25.0
6	Technology Replacement Plan	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	0.0
7	Technology Support Staff	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	4.0
8	Capital Renewal/Replacement	17,555,000	12,130,000	12,130,000	4,030,000	9,480,550	9,480,550	10,955,000	15,155,000	15,555,000	15,555,000	15,555,000	5.0
8B	Inflation Factor	1,171,132	1,171,132	1,171,132	1,171,132	1,423,838	2,594,970	1,171,132	1,171,132	1,171,132	1,171,132	1,171,132	11.0
9	Charter School Funding	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	0.0
10	Bond Debt Reduction	0	21,650,000	21,650,000	21,650,000	9,300,000	12,700,000	8,100,000	3,400,000	2,000,000	2,000,000	2,000,000	0.0
11	Tax Collect Fee	0	0	0	0	0	111,900	111,900	111,900	111,900	111,900	111,900	0.0
2017 MLO Totals		\$44,594,970	\$0	\$0	\$40,000,000	\$43,423,838	\$46,357,420	\$44,706,870	\$44,706,870	\$44,706,870	\$44,706,870	\$44,706,870	11.0 87.5 5.0 103.5
Combined MLO Totals		\$71,593,792	\$26,998,822	\$26,998,822	\$66,898,822	\$70,490,760	\$71,688,792	\$71,815,328	\$71,915,328	\$71,815,328	\$71,815,328	\$71,915,328	13.0 235.2 46.0 294.2

Footnotes:

- (1) Assumes all County Treasurer Collection Fees are budgeted in the General Fund (0.25%)
- (2) 2000 MLO has biennial/triennial requirement for review of program (\$100,000).
- (3) FY 17/18 Phase-in does not match original phase-in plan due to ability to hire during mid-year and HB17-1375 requirement to fund charter schools.
- (4) Assumption on Annual inflation adjustment beginning in FY 21-22.

Summer and Centralized Enrollment



Colorado Springs Schools

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How should centralized enrollment work?

- Cancel July enrollment?
- Set up some sort of “chat help desk” to assist people and continue with online enrollment ONLY?
- Open for enrollment on site, maintaining appropriate distancing
 - Only one person from family can be there? Difficult for families without child care
 - Find a larger space, like a school gymnasium? Violates large group requirements
 - Drive-up enrollment similar to laptop deployment?



Colorado Springs Schools

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Recommendation

- Hybrid of online and chat-based enrollment
 - Work with Devra's office to promote online enrollment with secure document upload
 - Provide a chat-based system i.e. Happy Fox service model
 - Provide the ability for families to drop off documents without entering the building (if work-from-home orders are lifted)
 - Will require temporary staffing (4-5 registrars; already budgeted with 3 weeks of funding)
 - Model continues into Fall for centralized enrollment (need to hire 1 permanent, full time registrar)



Colorado Springs Schools

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D11

A red stylized logo element consisting of two thick, curved lines that meet at a central point, forming a shape reminiscent of a stylized 'V' or a pair of wings.



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9th Grade On-Track to Graduate Data Review

Executive Director David Khaliqi, Ph.D.

Data includes fall semester of school year 19-20

Calculations for off track status are set by the Department of Student Success and Wellness

Data analyzed by the Department of Educational Data and Support Services

* Where possible, data from subgroups are included if sample size is larger than 16

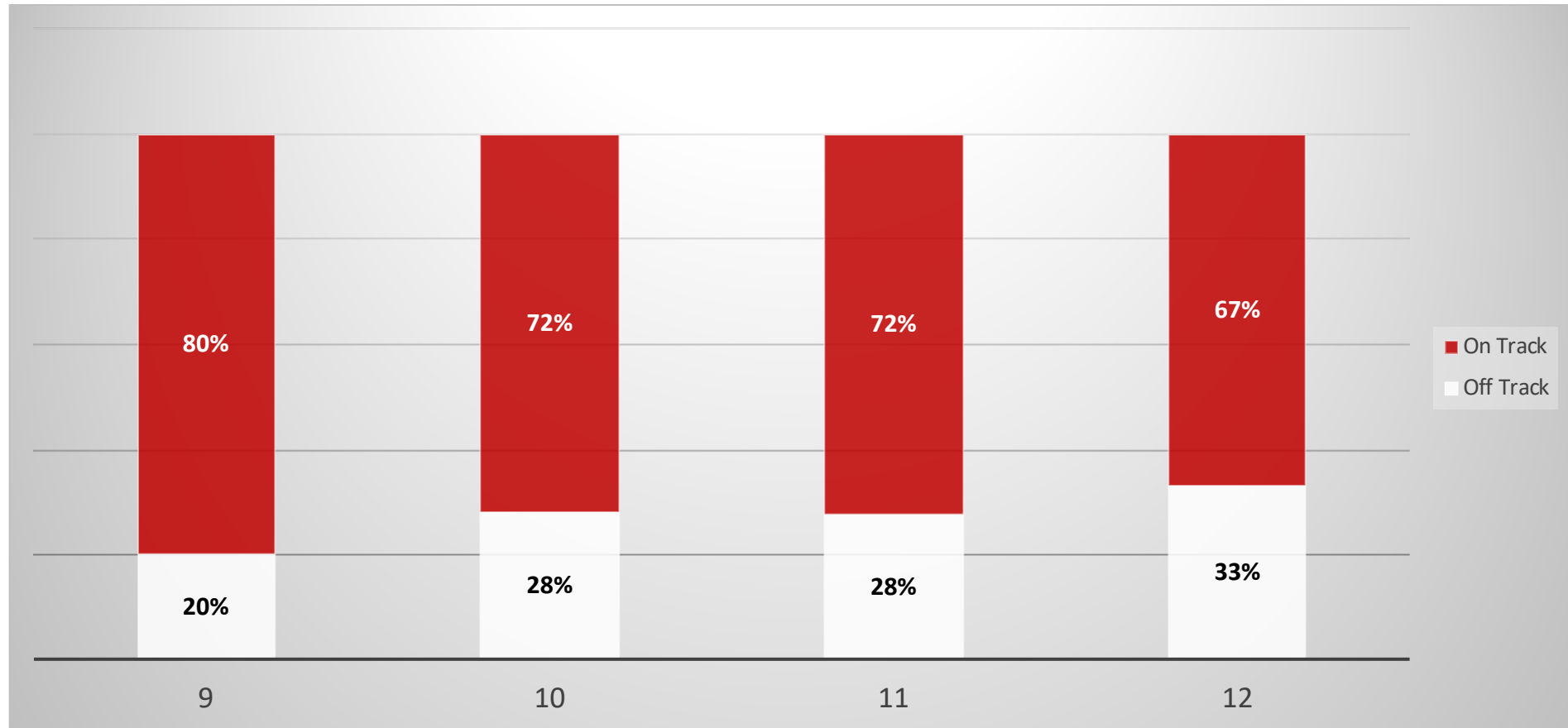


Why Use this Metric?

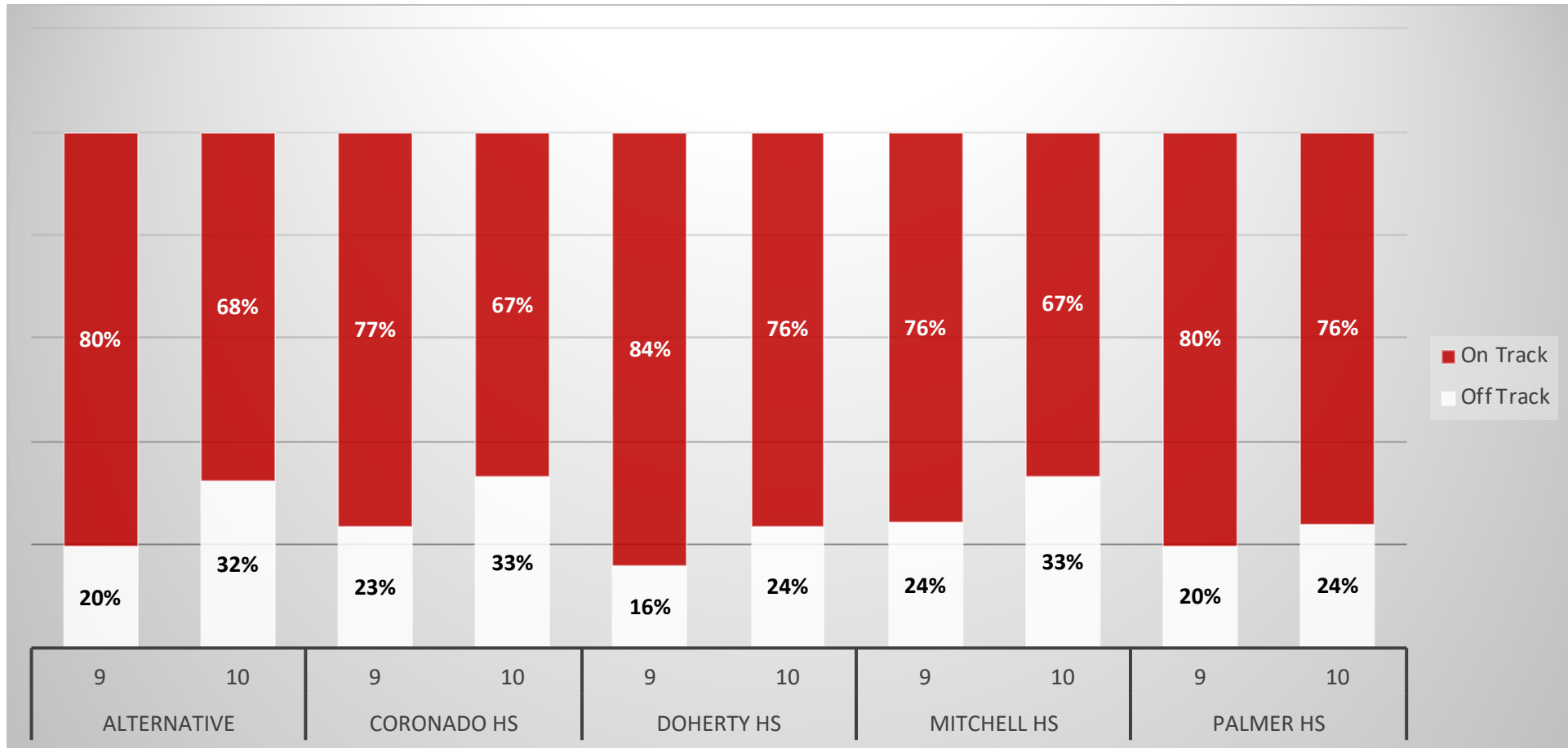
- University of Chicago Consortium on School Research has shown that the 9th grade transition is a “make or break year”
- 80 percent of students who fail (any course) in the first year will not graduate from high school ¹
- Harvard University’s Strategic Data Project found that students who are credit deficient at the end of 9th grade are significantly less likely to regain on-track status by the end of 10th grade ²
- Oregon Department of Education found that credit deficient students dropped out at a rate 16 times higher than their peers who had met the district credit requirements ³



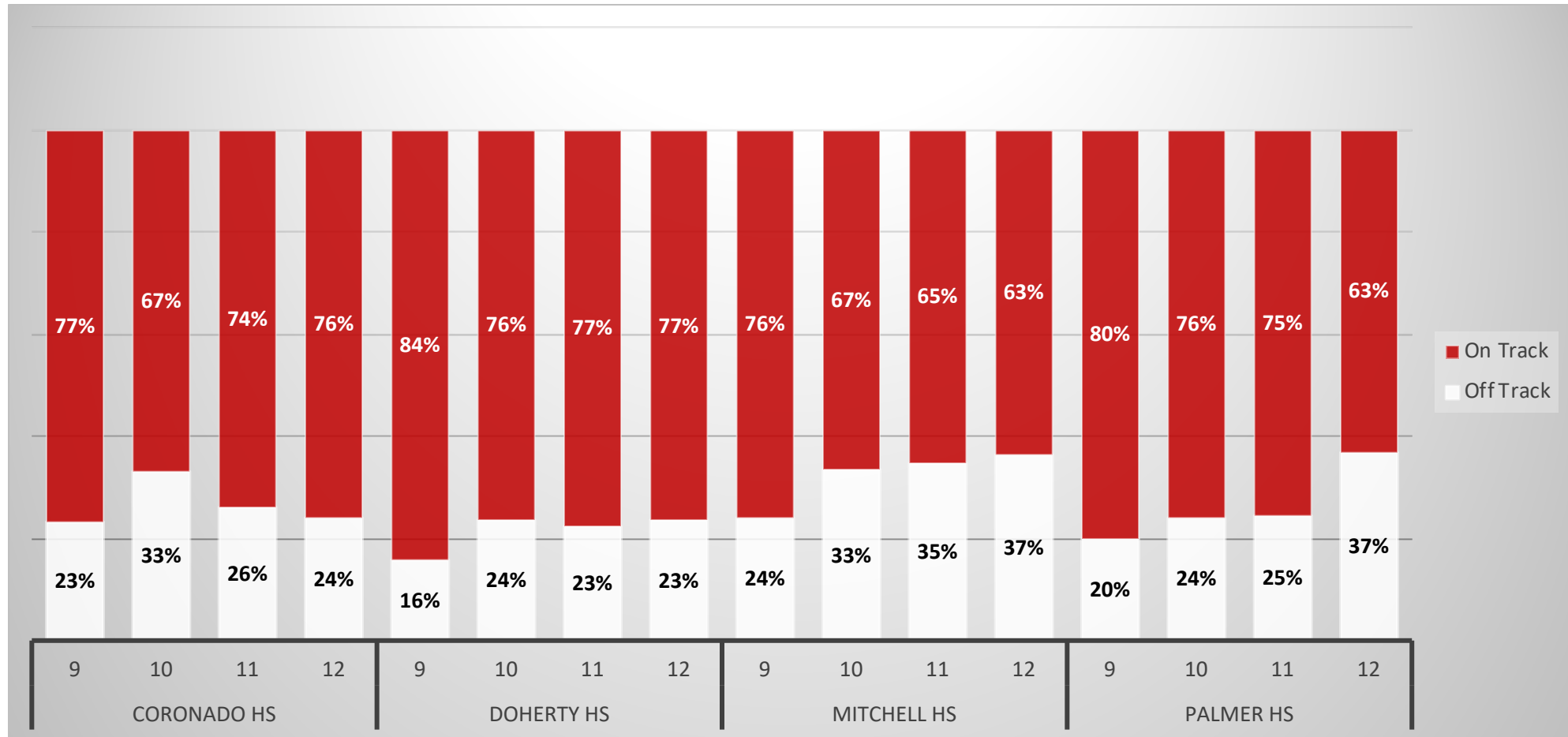
Credits On Track/Off Track by grade



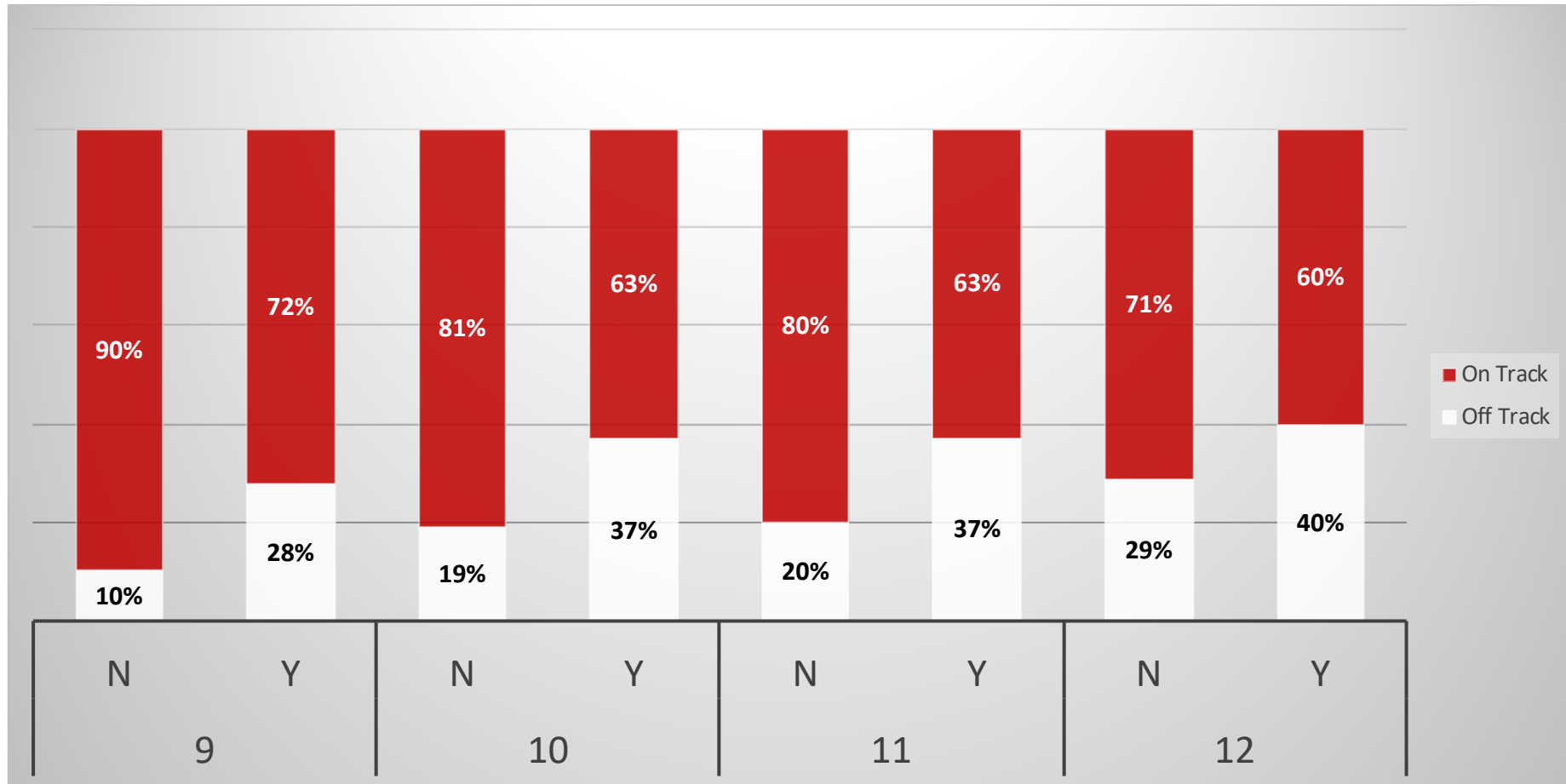
Credits On Track/Off Track by grade and school



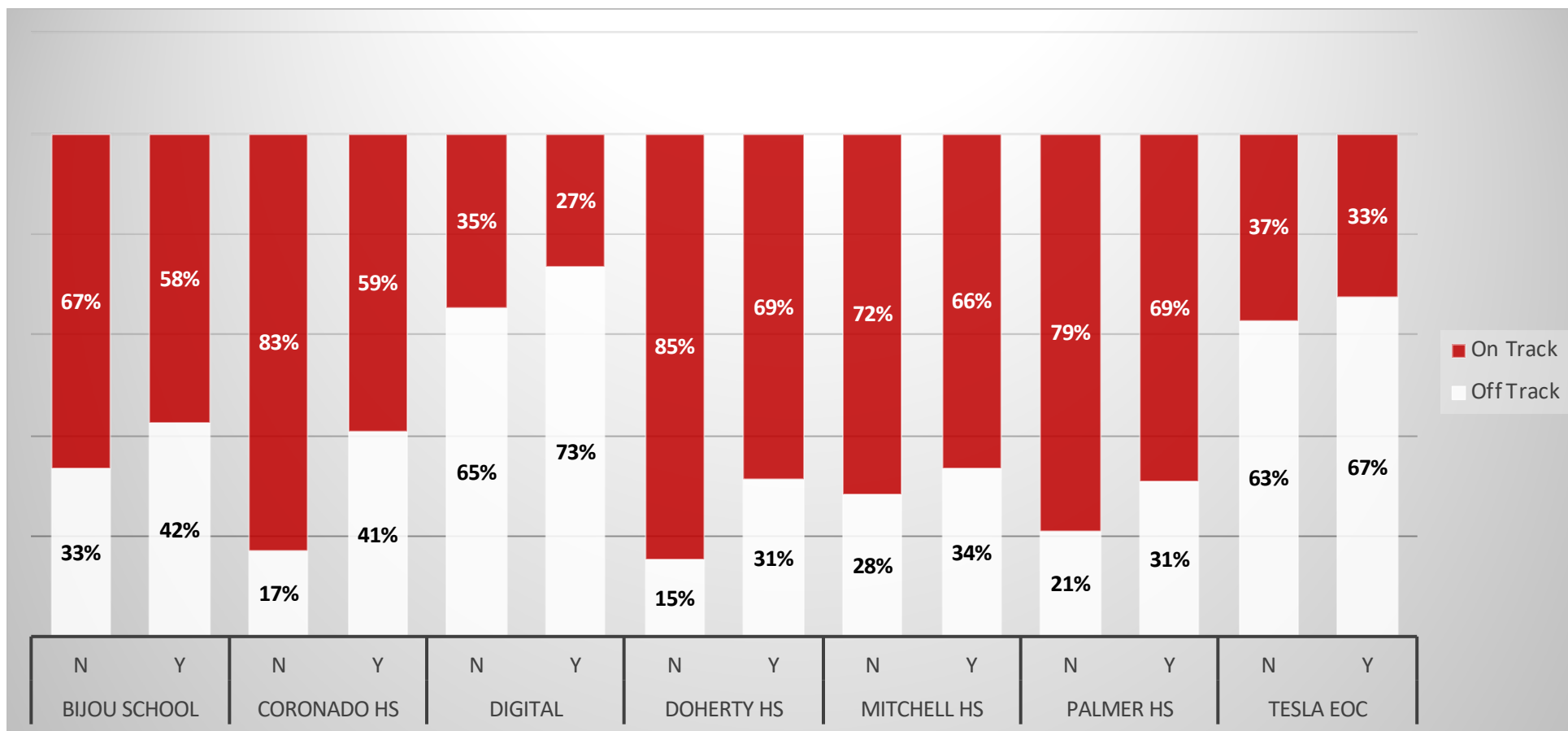
Credits On Track/Off Track by traditional high school and all grades



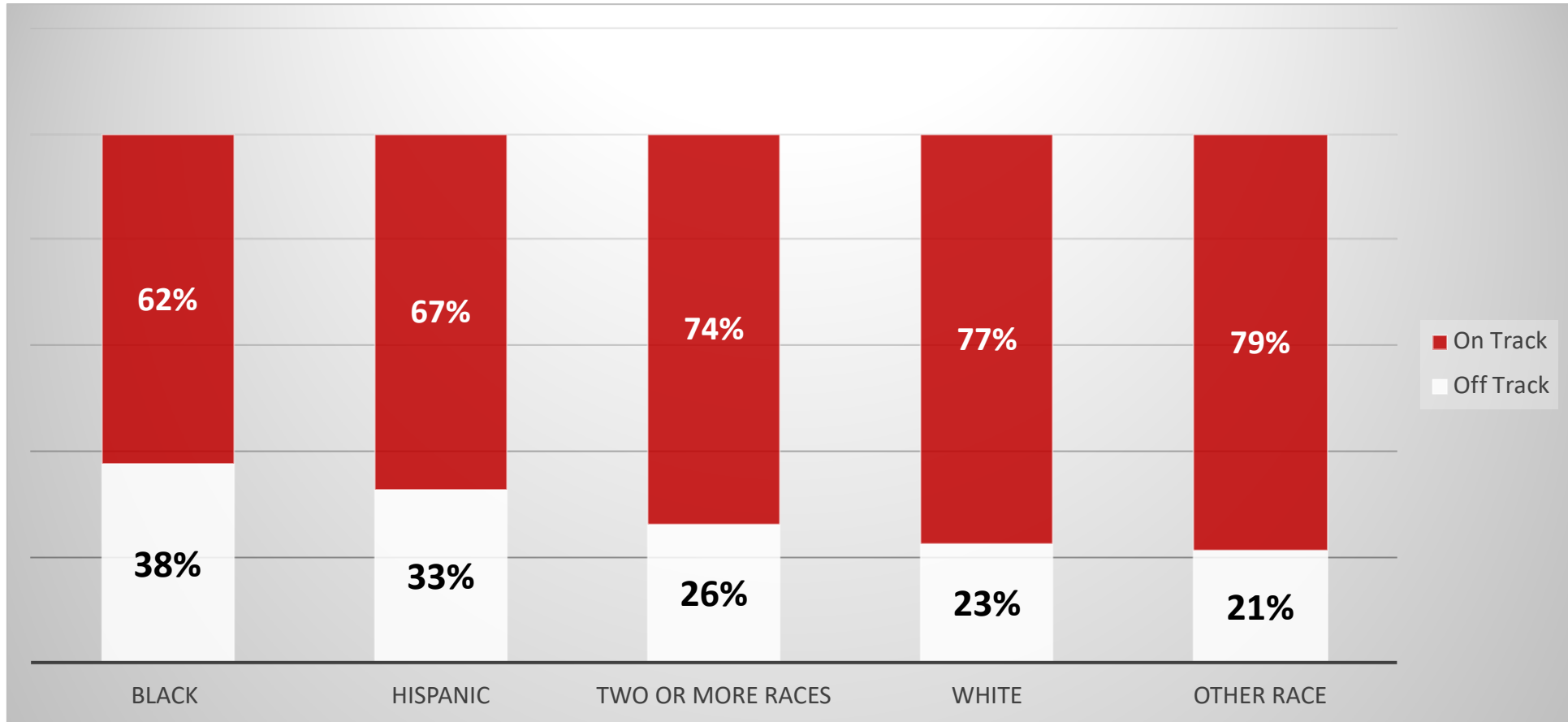
Credits On Track/Off Track by grade and Economic Disadvantage Status



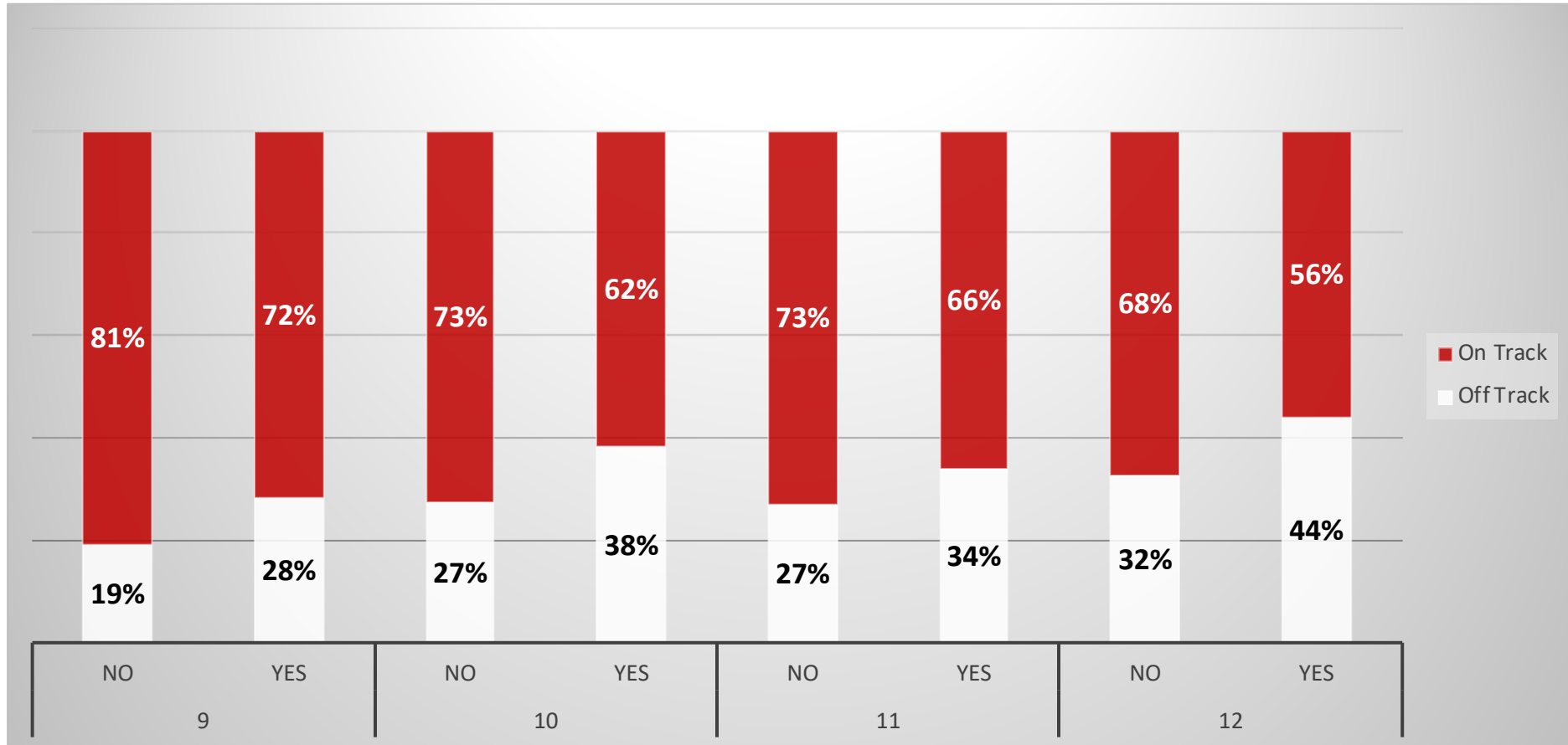
Credits On Track/Off Track by school and Economic Disadvantage Status



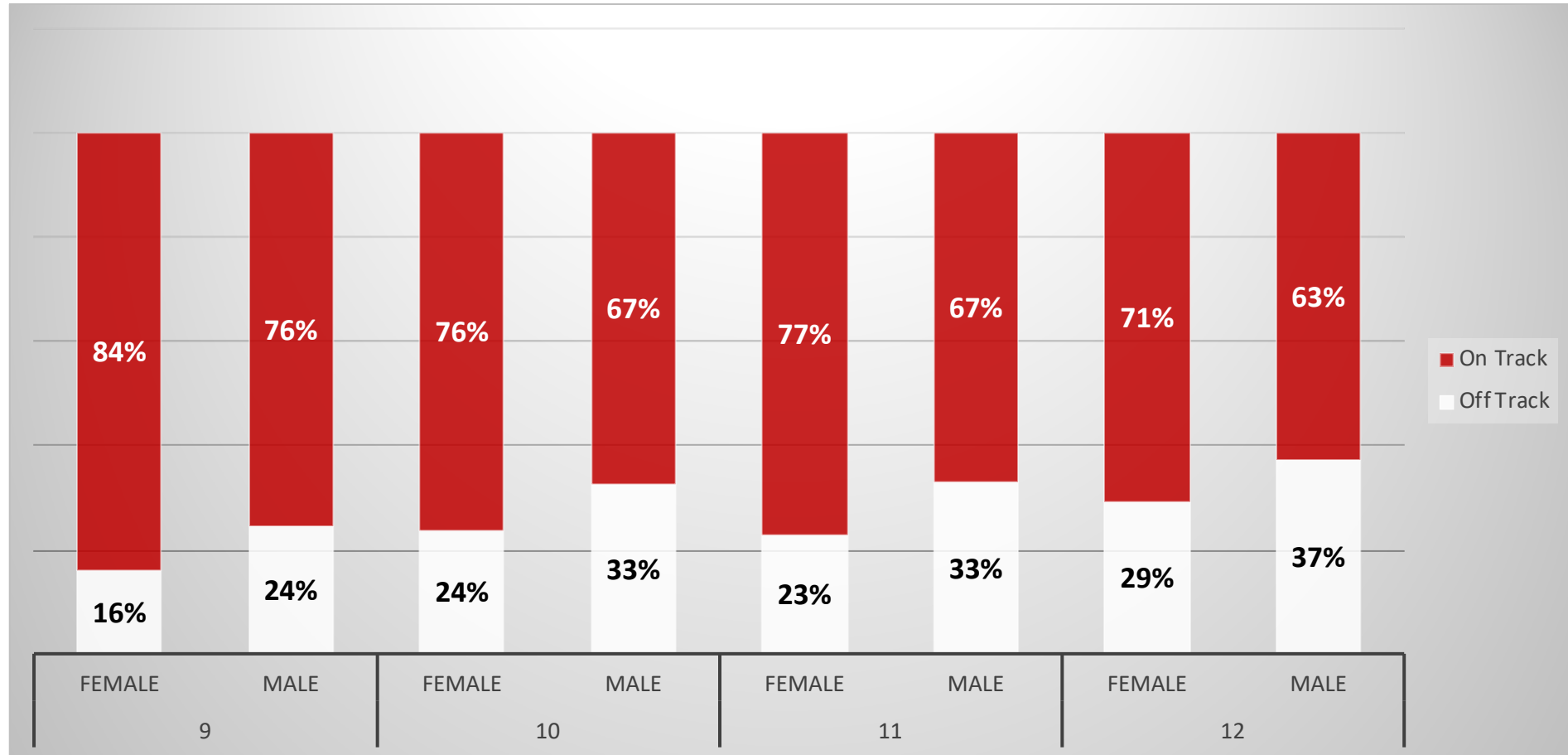
Credits On Track/Off Track by race/ethnicity



Credits On Track/Off Track by disability status and grade



Credits On Track/Off Track by gender and grade



The logo for Colorado Springs District 11 Schools is a circular emblem. It features the text "COLORADO SPRINGS" at the top and "SCHOOLS" at the bottom. In the center, there is a red stylized "D11" with a book icon integrated into the "1".

On-Track to Graduate Take-Aways

- The 9th grade year is a critical “make or break” year¹
- Strong, early interventions to prevent credit deficiencies are paramount
- Extra investment in the transition from 8th to 9th grade and again 9th to 10th grade must be in place to prevent credit-deficiencies
- Utilize factors such as attendance, discipline, academics, and social-emotional factors to inform a single, manageable intervention point—the 9th grade transition
- Evaluate the efficacy of 9th grade transition interventions using one metric: To what degree does the treatment decrease the number of credit deficient 9th graders moving into 10th grade?⁴



Appendix

¹ Allensworth, A.M. & Easton, J.Q. (2007). What Matters for Staying and Graduating in Chicago Public High Schools. Consortium on Chicago School Research at the University of Chicago.
<https://consortium.uchicago.edu/publications/what-matters- staying-track-and-graduating-chicago-public-schools>

²Strategic Data Project. (2012). Are students who are off track to graduate in the ninth grade able to get back on track?. Center for Education Policy Research at Harvard University. <https://sdp.cepr.harvard.edu/files/cepr-sdp/files/sdp-spi-v2-off-track-infographic.pdf>

³Data Brief – Dropout Indicators. (2016). Oregon Department of Education. http://www.oregon.gov/ode/reports-and-data/ Documents/databrief_ontrack_dropout.pdf

⁴Roderick, M., Kelley-Kemple T., Johnson, D.W. & Beechum, N.O. (2014). Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year: Research Summary. Consortium on Chicago School Research at the University of Chicago.
<https://consortium.uchicago.edu/publications/preventable-failure-improvements-long-term-outcomes-when-high-schools-focused-ninth>



Credits On Track/Off Track by Grade and Economic Disadvantage Status

		Off Track	On Track	Total
Grade 9	Total	341	1350	1691
	EDS No	74	655	729
	EDS Yes	267	695	962
Grade 10	Total	480	1221	1701
	EDS No	160	675	835
	EDS Yes	320	546	866
Grade 11	Total	450	1173	1623
	EDS No	182	722	904
	EDS Yes	268	451	719
Grade 12	Total	556	1120	1676
	EDS No	288	713	1001
	EDS Yes	268	407	675
	Total	1827	4864	6691



Credits On Track/Off Track by Grade

	Off Track	On Track	Total
Grade 9	341	1350	1691
Grade 10	480	1221	1701
Grade 11	450	1173	1623
Grade 12	556	1120	1676
Total	1827	4864	6691



Credits On Track/Off Track by school and Economic Disadvantage Status

		Credits On Track		Grand Total
		Off Track	On Track	
Bijou School		59	97	156
	N	26	52	78
	Y	33	45	78
Coronado HS		338	933	1271
	N	132	633	765
	Y	206	300	506
Digital		99	45	144
	N	55	29	84
	Y	44	16	60
Doherty HS		397	1467	1864
	N	181	990	1171
	Y	216	477	693
Mitchell HS		347	734	1081
	N	83	210	293
	Y	264	524	788
Palmer HS		377	1084	1461
	N	153	577	730
	Y	224	507	731
Tesla EOC		165	86	251
	N	56	33	89
	Y	109	53	162
Grand Total		1782	4446	6228



Credits On Track/Off Track

by race and Economic Disadvantage Status

Race/Ethnicity	Credits On Track		Total
	NO	YES	
Black or African Am	197	327	524
Hispanic	719	1471	2190
Two or More Races	114	319	433
White	755	2591	3346
Other Race	42	156	198
Total	1827	4864	6691



Credits On Track/Off Track by school and grade (9 & 10)

Count of Credit_OnTrack	Column Labels		
Row Labels	NO	YES	Grand Total
Alternative	104	285	389
9	33	136	169
10	71	149	220
Coronado HS	195	506	701
9	88	289	377
10	107	217	324
Doherty HS	188	766	954
9	75	401	476
10	113	365	478
Mitchell HS	158	392	550
9	67	210	277
10	91	182	273
Palmer HS	176	622	798
9	78	314	392
10	98	308	406
Grand Total	821	2571	3392



Credits On Track/Off Track by disability status and grade

Count of Credit_OnTrack	Column Labels		
Row Labels	Off Track	On Track	Grand Total
9	341	1350	1691
NO	295	1233	1528
YES	46	117	163
10	480	1221	1701
NO	427	1135	1562
YES	53	86	139
11	450	1173	1623
NO	401	1078	1479
YES	49	95	144
12	556	1120	1676
NO	512	1064	1576
YES	44	56	100
Grand Total	1827	4864	6691



Credits On Track/Off Track by gender and grade

Count of Credit_OnTrack	Column Labels		
Row Labels	Off Track	On Track	Grand Total
9	341	1350	1691
Female	137	717	854
Male	204	633	837
10	480	1221	1701
Female	195	630	825
Male	285	591	876
11	450	1173	1623
Female	182	623	805
Male	268	550	818
12	556	1120	1676
Female	240	584	824
Male	316	536	852
Grand Total	1827	4864	6691



Quarter 3 Data Review

Presented by:

David Khaliqi, Ph.D., Executive Director - EDSS

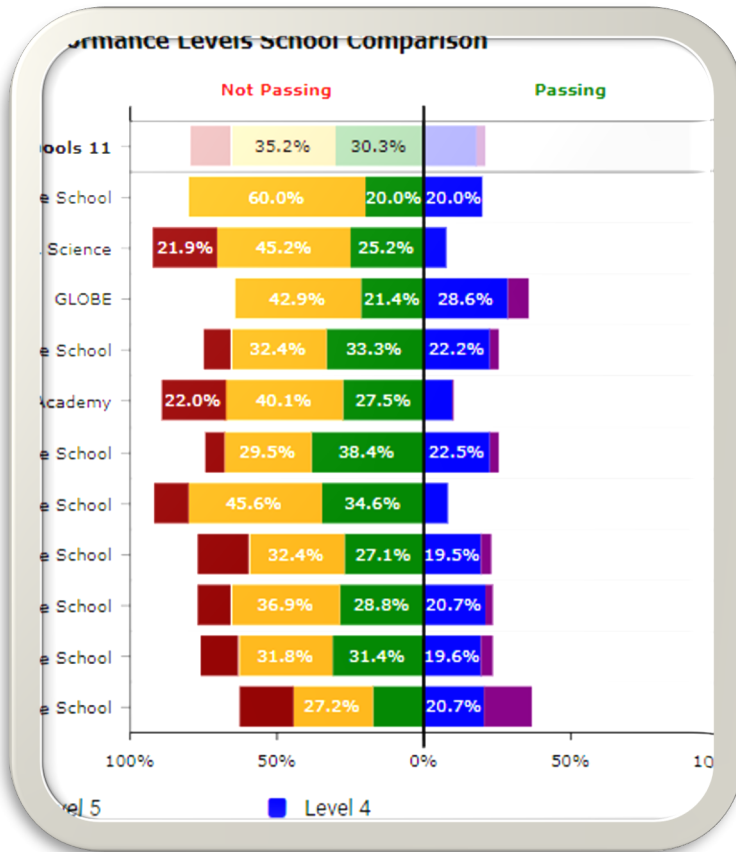
April 2020



Galileo K12 Aligned Benchmark Assessment

Quarter 3 Report

Galileo K12 Achievement



- Galileo K12 uses scale scores to estimate probable student performance on the Colorado Measures of Academic Success (CMAS)
- Students are given a criterion measure of levels 1-5
- Scores of levels 4 (Met Expectations) and 5 (Exceeded Expectations) are estimated to pass the CMAS tests in April.
- A student is considered meeting grade level expectations if he or she scores at least a 750 on the CMAS
- **Gives a formative snapshot of current student knowledge**



English Language Arts

Achievement

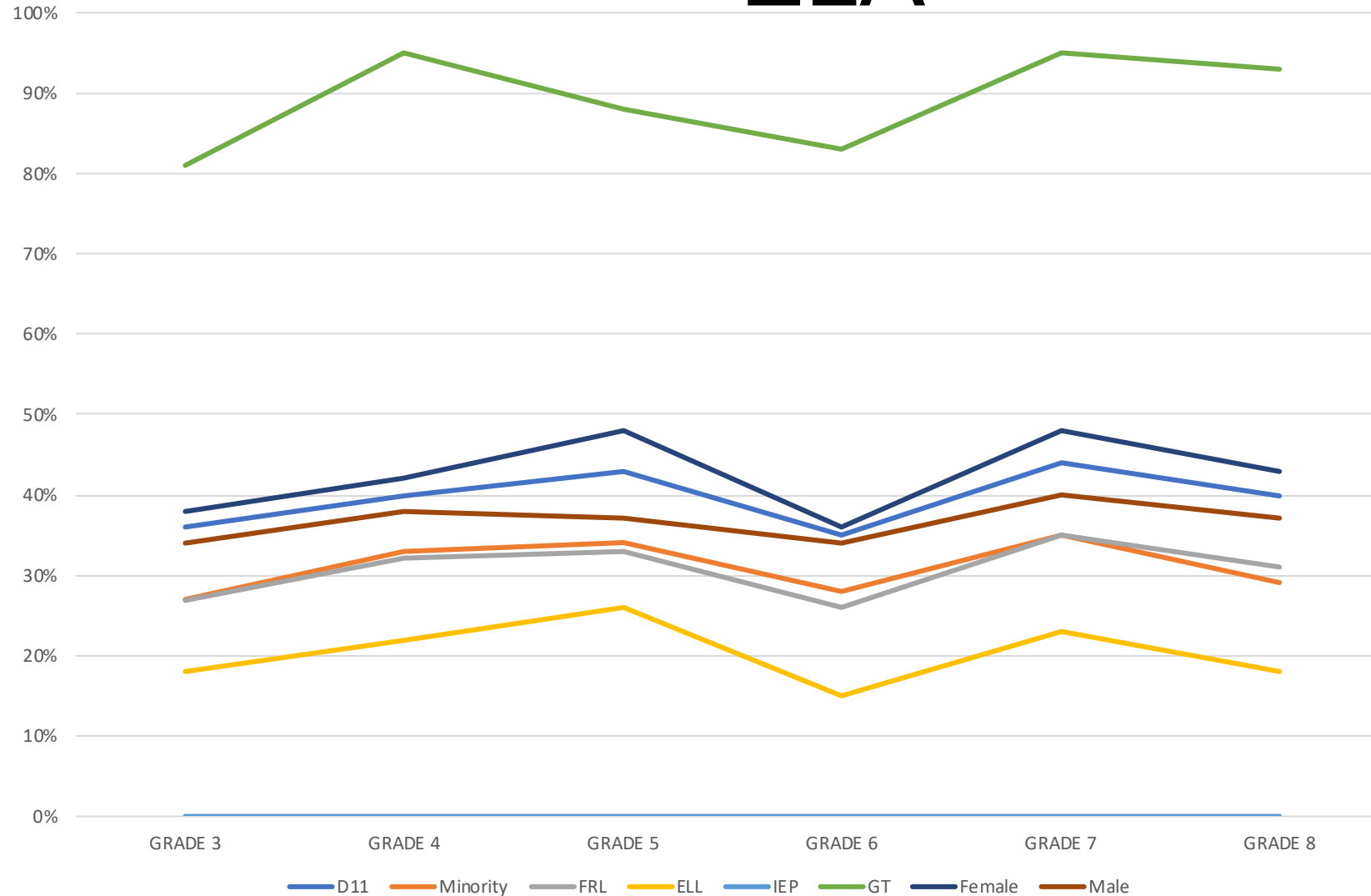


Percent Met or Exceeded SPF Groups: English Language Arts – Quarter 3

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	36%	27%	27%	18%	n<16	81%	38%	34%
GRADE 4	40%	33%	32%	22%	n<16	95%	42%	38%
GRADE 5	43%	34%	33%	26%	n<16	88%	48%	37%
GRADE 6	35%	28%	26%	15%	n<16	83%	36%	34%
GRADE 7	44%	35%	35%	23%	n<16	95%	48%	40%
GRADE 8	40%	29%	31%	18%	n<16	93%	43%	37%



% Meets/Exceeds by Subgroups ELA



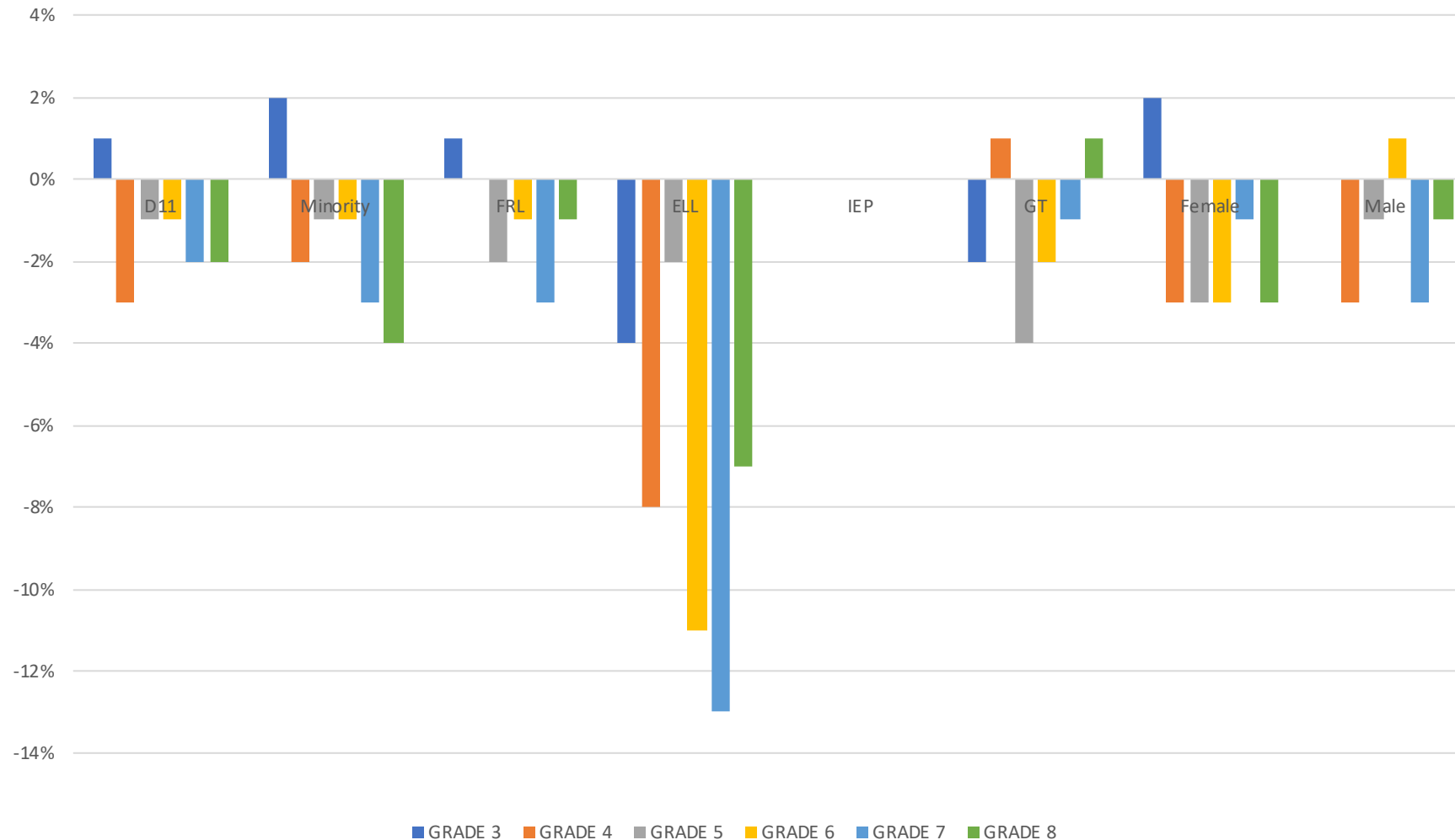


Percent Met or Exceeded SPF Groups: English Language Arts – Change from Q1 to Q3

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	1%	2%	1%	-4%	n<16	-2%	2%	0%
GRADE 4	-3%	-2%	0%	-8%	n<16	1%	-3%	-3%
GRADE 5	-1%	-1%	-2%	-2%	n<16	-4%	-3%	-1%
GRADE 6	-1%	-1%	-1%	-11%	n<16	-2%	-3%	1%
GRADE 7	-2%	-3%	-3%	-13%	n<16	-1%	-1%	-3%
GRADE 8	-2%	-4%	-1%	-7%	n<16	1%	-3%	-1%



% Change from Q1 to Q3 by Subgroups ELA



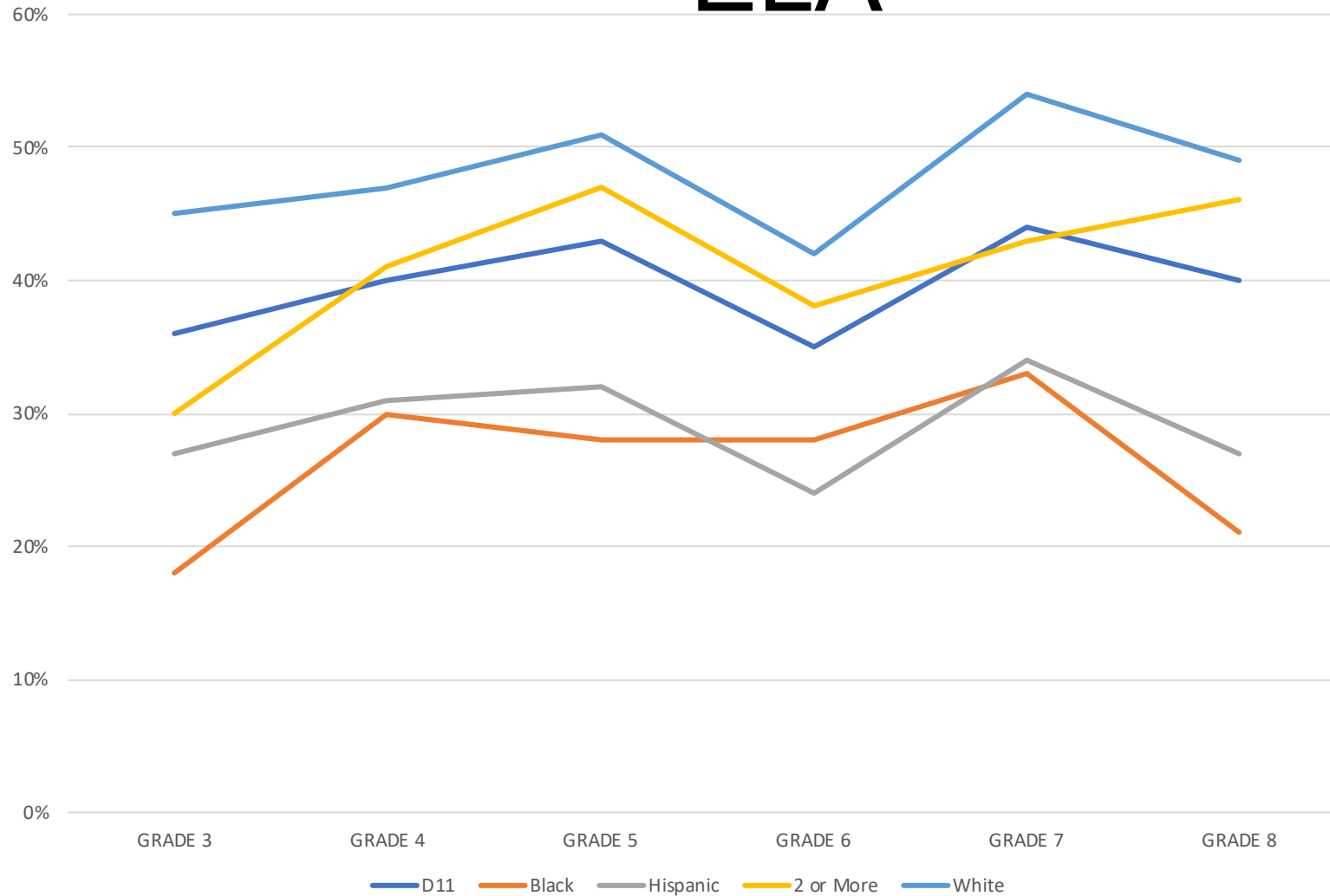


Percent Met or Exceeded Race/Ethnicity: English Language Arts – Quarter 3

	D11	Black	Hispanic	2 or More	White
GRADE 3	36%	18%	27%	30%	45%
GRADE 4	40%	30%	31%	41%	47%
GRADE 5	43%	28%	32%	47%	51%
GRADE 6	35%	28%	24%	38%	42%
GRADE 7	44%	33%	34%	43%	54%
GRADE 8	40%	21%	27%	46%	49%



% Meets/Exceeds by Minority Subgroups ELA



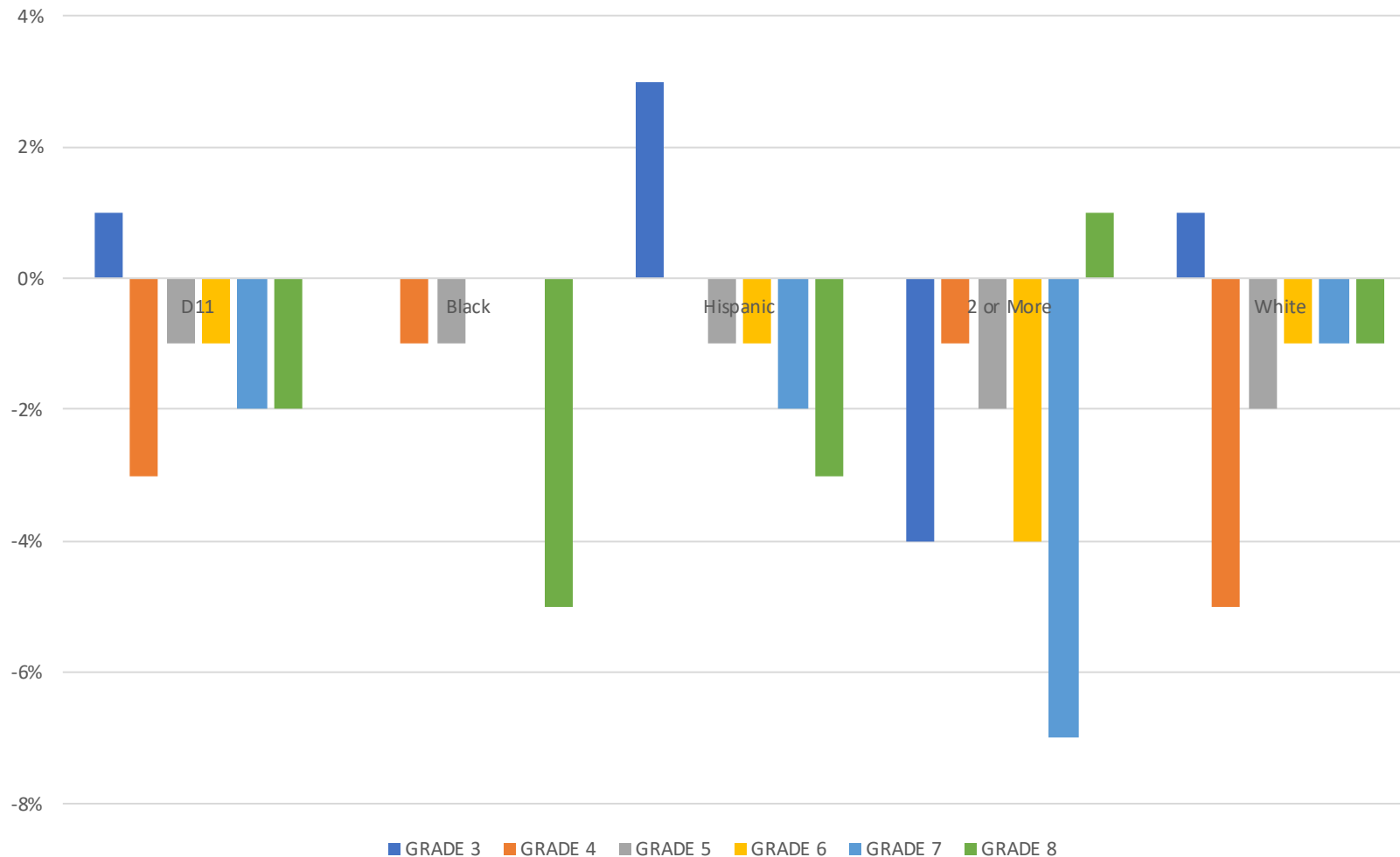


Percent Met or Exceeded Race/Ethnicity: English Language Arts – Change from Q1 to Q3

	D11	Black	Hispanic	2 or More	White
GRADE 3	1%	0%	3%	-4%	1%
GRADE 4	-3%	-1%	0%	-1%	-5%
GRADE 5	-1%	-1%	-1%	-2%	-2%
GRADE 6	-1%	0%	-1%	-4%	-1%
GRADE 7	-2%	0%	-2%	-7%	-1%
GRADE 8	-2%	-5%	-3%	1%	-1%



% Change from Q1 to Q3 by Minority Subgroups - ELA





Mathematics

Achievement

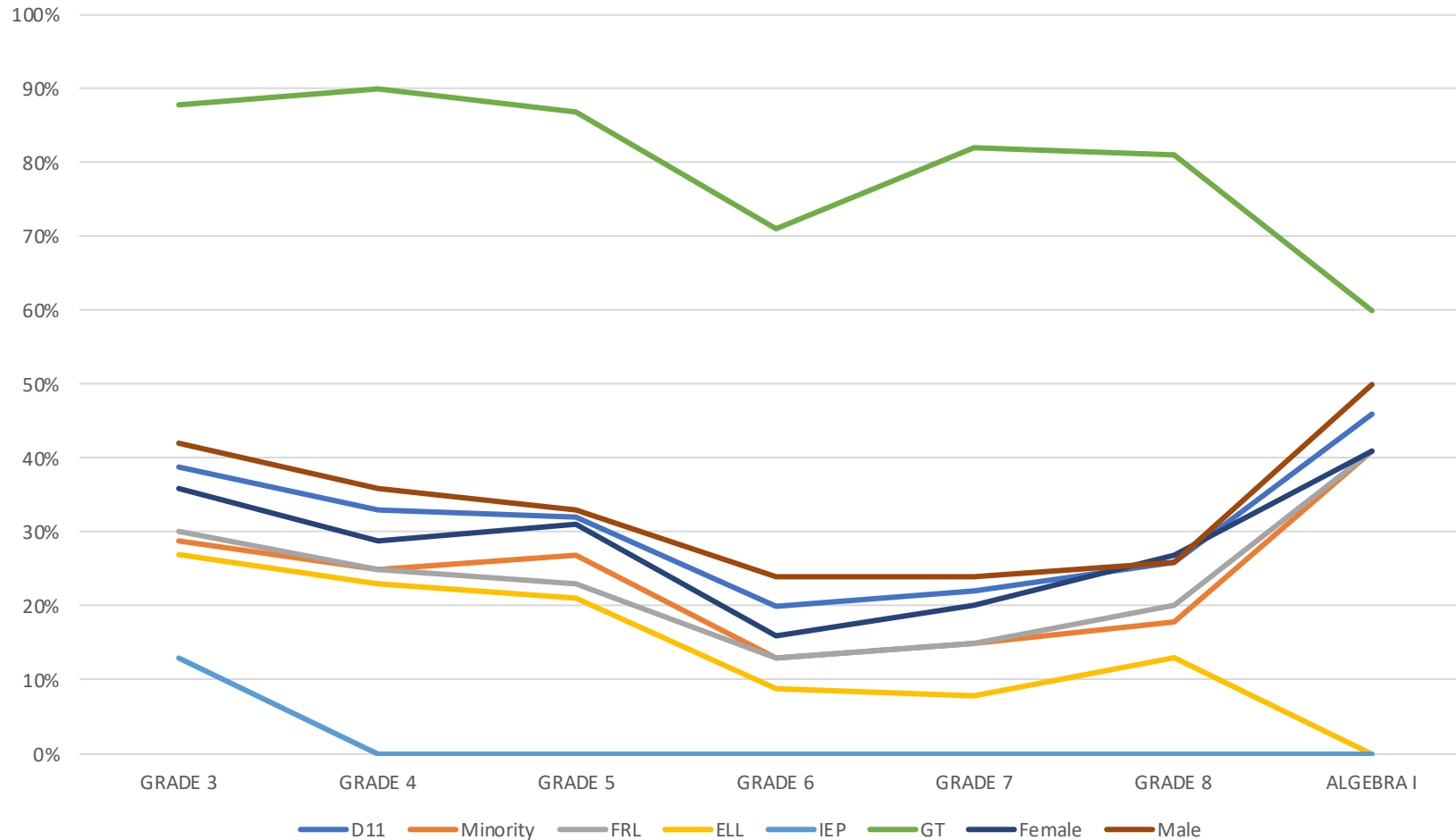


Percent Met or Exceeded SPF Groups: Mathematics – Quarter 3

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	39%	29%	30%	27%	13%	88%	36%	42%
GRADE 4	33%	25%	25%	23%	n<16	90%	29%	36%
GRADE 5	32%	27%	23%	21%	n<16	87%	31%	33%
GRADE 6	20%	13%	13%	9%	n<16	71%	16%	24%
GRADE 7	22%	15%	15%	8%	n<16	82%	20%	24%
GRADE 8	26%	18%	20%	13%	n<16	81%	27%	26%
ALGEBRA I	46%	41%	41%	n<16	n<16	60%	41%	50%



% Meets/Exceeds by Subgroups Mathematics



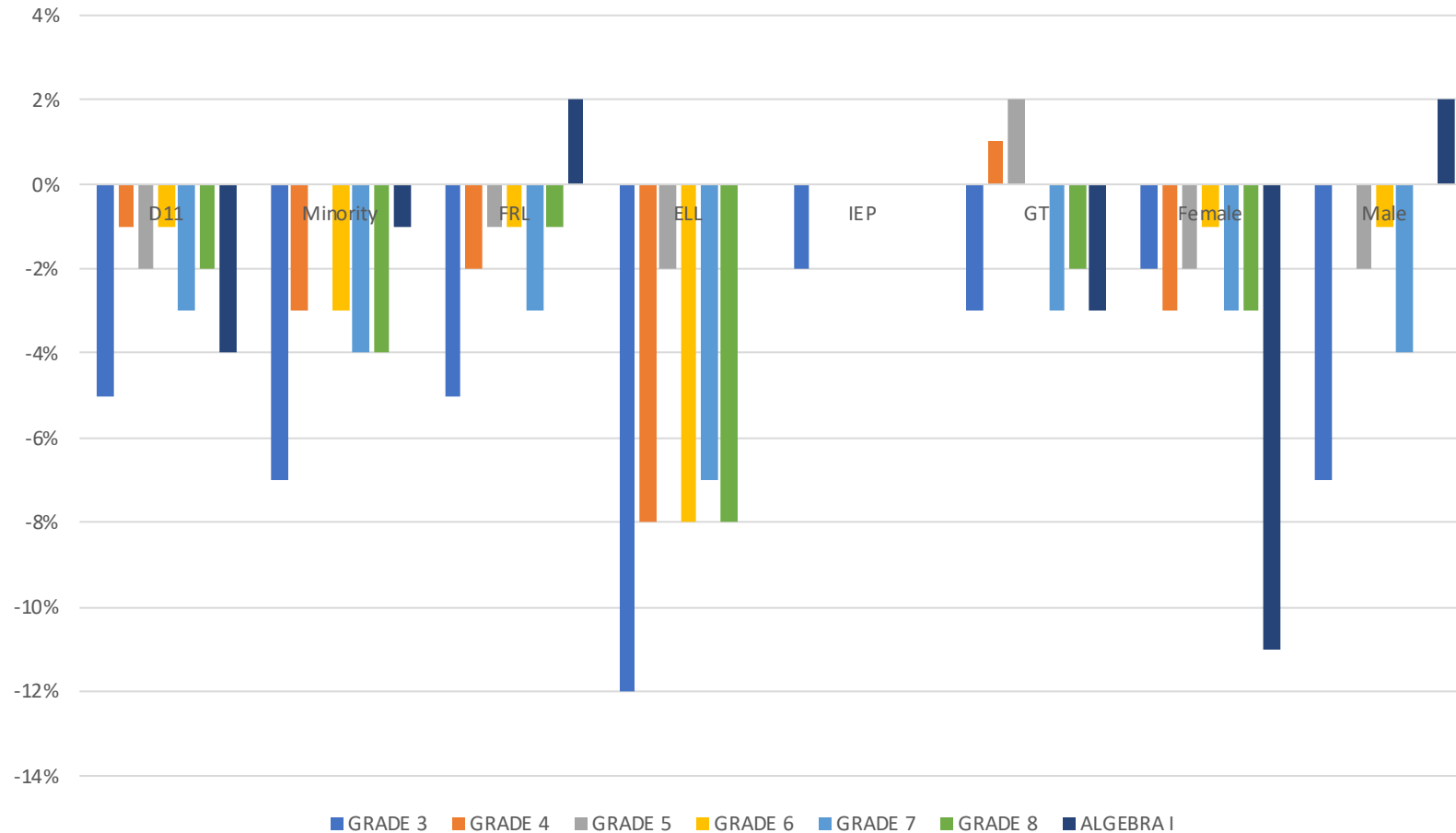


Percent Met or Exceeded SPF Groups: Mathematics – Change from Q1 to Q3

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	-5%	-7%	-5%	-12%	-2%	-3%	-2%	-7%
GRADE 4	-1%	-3%	-2%	-8%	n<16	1%	-3%	0%
GRADE 5	-2%	0%	-1%	-2%	n<16	2%	-2%	-2%
GRADE 6	-1%	-3%	-1%	-8%	n<16	0%	-1%	-1%
GRADE 7	-3%	-4%	-3%	-7%	n<16	-3%	-3%	-4%
GRADE 8	-2%	-4%	-1%	-8%	n<16	-2%	-3%	0%
ALGEBRA I	-4%	-1%	2%	n<16	n<16	-3%	-11%	2%



% Change from Q1 to Q3 by Subgroups Mathematics



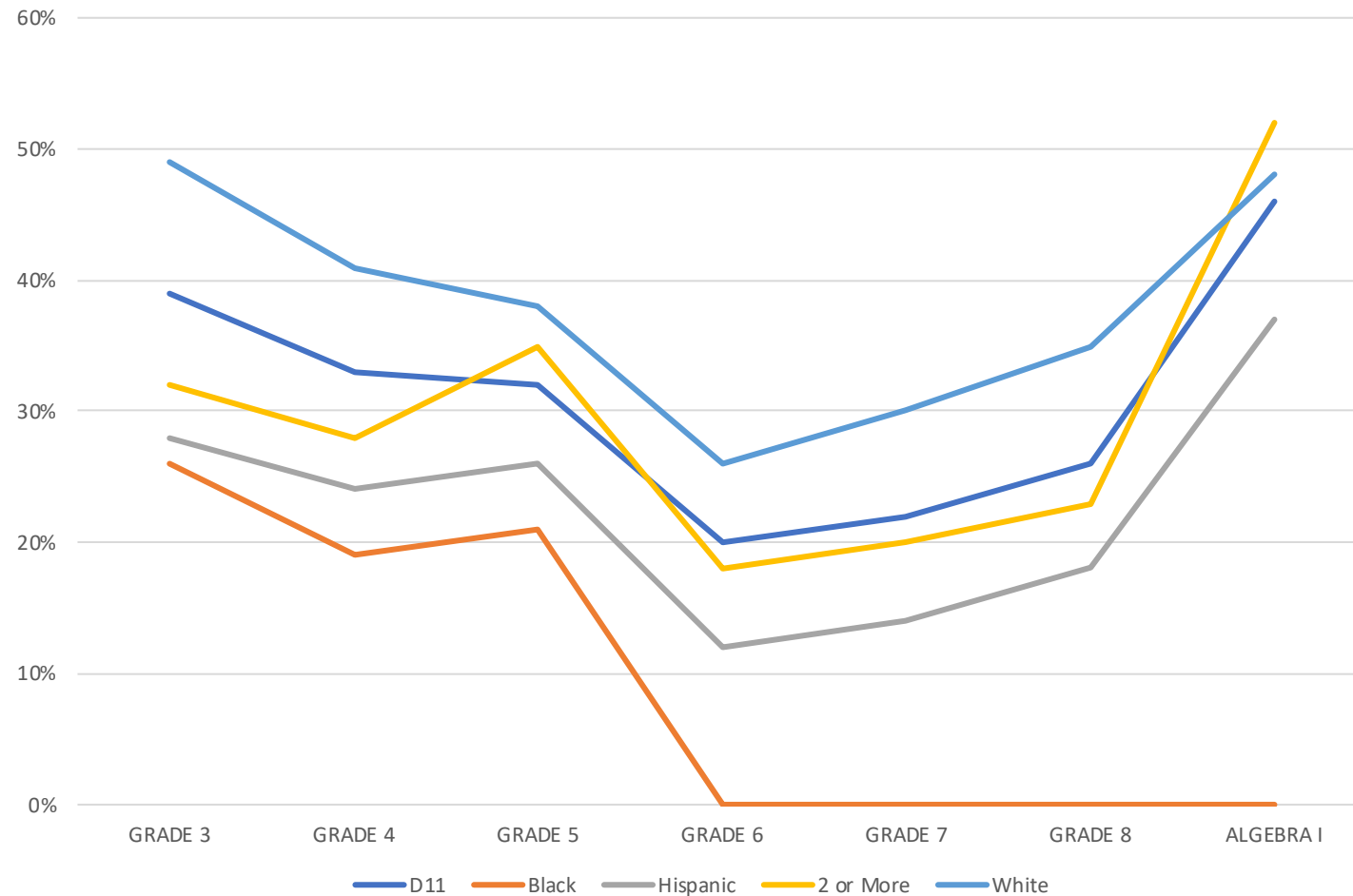


Percent Met or Exceeded Race/Ethnicity: Mathematics – Quarter 3

	D11	Black	Hispanic	2 or More	White
GRADE 3	39%	26%	28%	32%	49%
GRADE 4	33%	19%	24%	28%	41%
GRADE 5	32%	21%	26%	35%	38%
GRADE 6	20%	n<16	12%	18%	26%
GRADE 7	22%	n<16	14%	20%	30%
GRADE 8	26%	n<16	18%	23%	35%
ALGEBRA I	46%	n<16	37%	52%	48%



% Meets/Exceeds by Minority Subgroups Mathematics



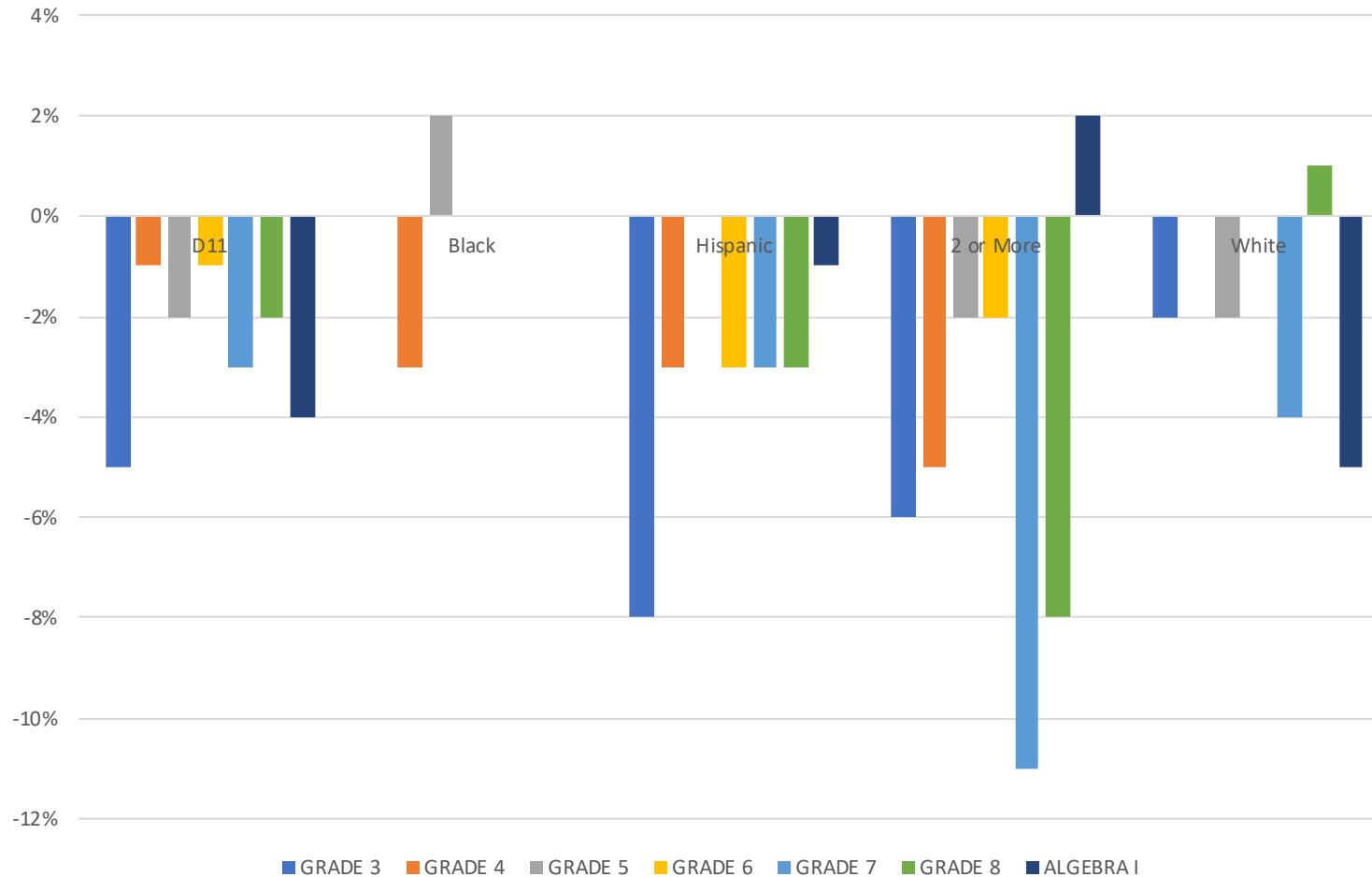


Percent Met or Exceeded Race/Ethnicity: Mathematics – Change from Q1 to Q3

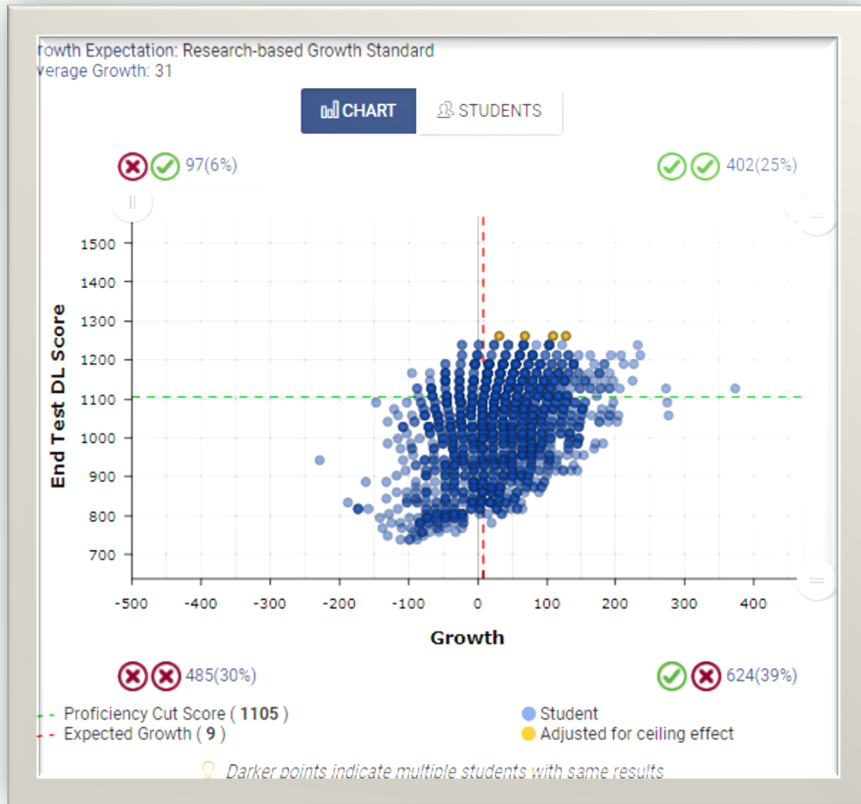
	D11	Black	Hispanic	2 or More	White
GRADE 3	-5%	0%	-8%	-6%	-2%
GRADE 4	-1%	-3%	-3%	-5%	0%
GRADE 5	-2%	2%	0%	-2%	-2%
GRADE 6	-1%	n<16	-3%	-2%	0%
GRADE 7	-3%	n<16	-3%	-11%	-4%
GRADE 8	-2%	n<16	-3%	-8%	1%
ALGEBRA I	-4%	n<16	-1%	2%	-5%



% Change from Q1 to Q3 by Minority Subgroups - Mathematics



Galileo K12 Growth



- Galileo K12 measures growth using scale scores
- Scores are compared between two tests
- Growth expectations are calculated based on the grade level, time of year, and the number of days between tests.
- A student meeting growth expectations has a scale score increase equal to or greater than the average student in that tested subject and grade.
- A higher scale score generally indicates that students are answering more questions or more difficult questions correctly than on a prior test
- **Gives a picture of academic growth from one test to the next**

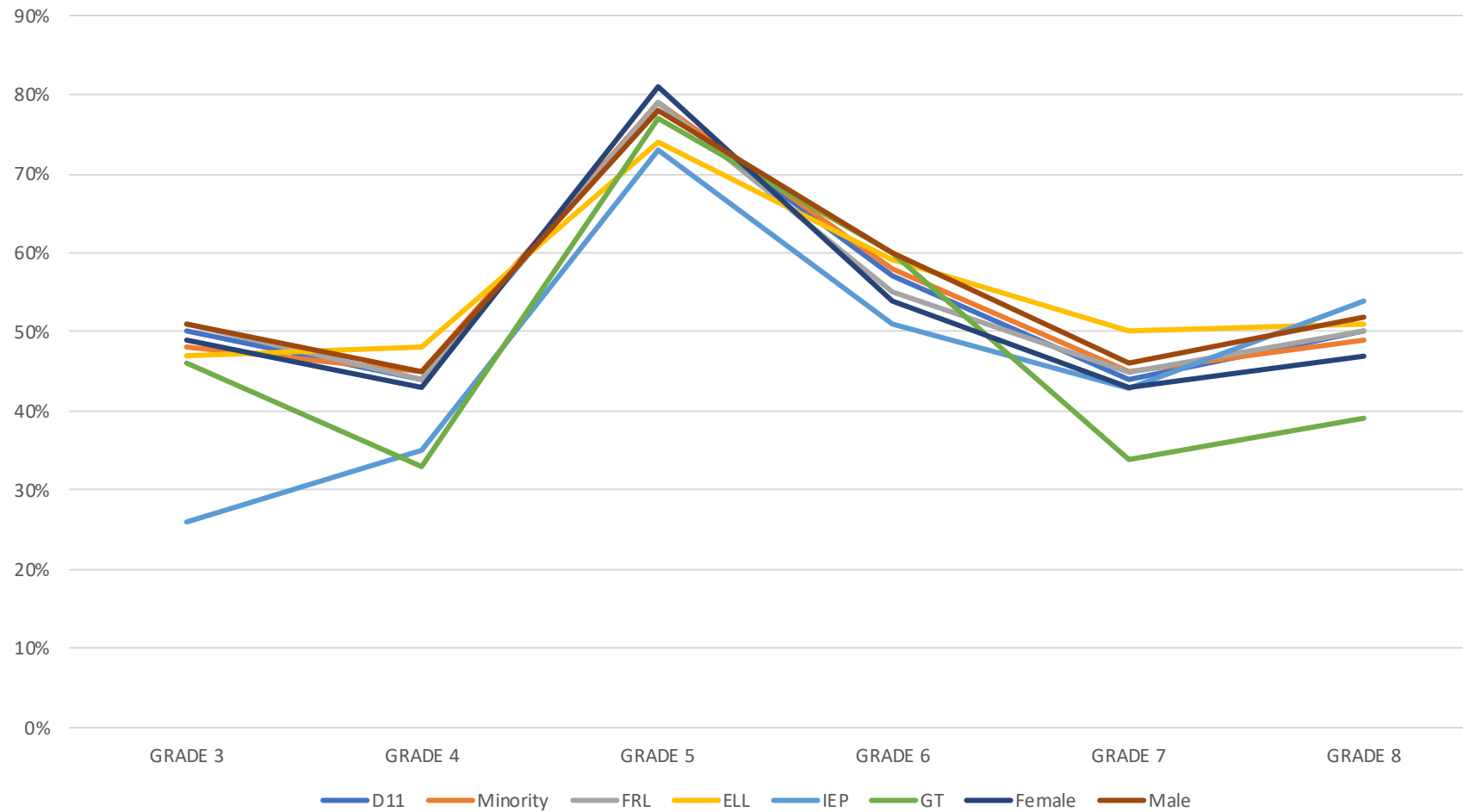


Percent Met Growth Expectations SPF Groups: English Language Arts – ADB1 to ADB 3 Growth

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	50%	48%	51%	47%	26%	46%	49%	51%
GRADE 4	44%	45%	44%	48%	35%	33%	43%	45%
GRADE 5	79%	79%	79%	74%	73%	77%	81%	78%
GRADE 6	57%	58%	55%	59%	51%	60%	54%	60%
GRADE 7	44%	45%	45%	50%	43%	34%	43%	46%
GRADE 8	50%	49%	50%	51%	54%	39%	47%	52%



% Met Growth Expectation Q1- Q3 by Subgroup - ELA



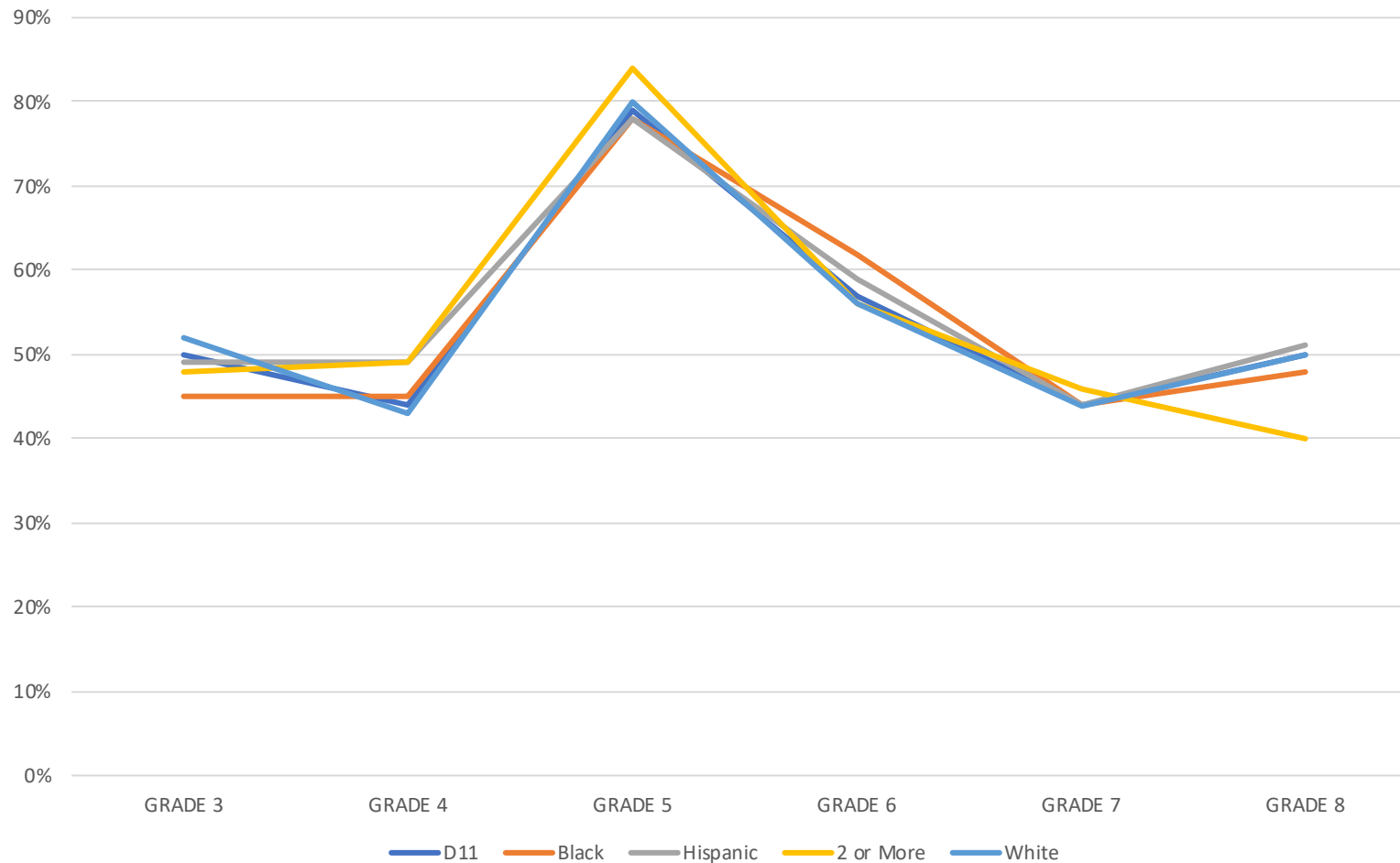


Percent Met Growth Expectations Race Ethnicity: English Language Arts – ADB1 to ADB 3 Growth

	D11	Black	Hispanic	2 or More	White
GRADE 3	50%	45%	49%	48%	52%
GRADE 4	44%	45%	49%	49%	43%
GRADE 5	79%	78%	78%	84%	80%
GRADE 6	57%	62%	59%	56%	56%
GRADE 7	44%	44%	44%	46%	44%
GRADE 8	50%	48%	51%	40%	50%



% Met Growth Expectation Q1 – Q3 by Minority Subgroups - ELA



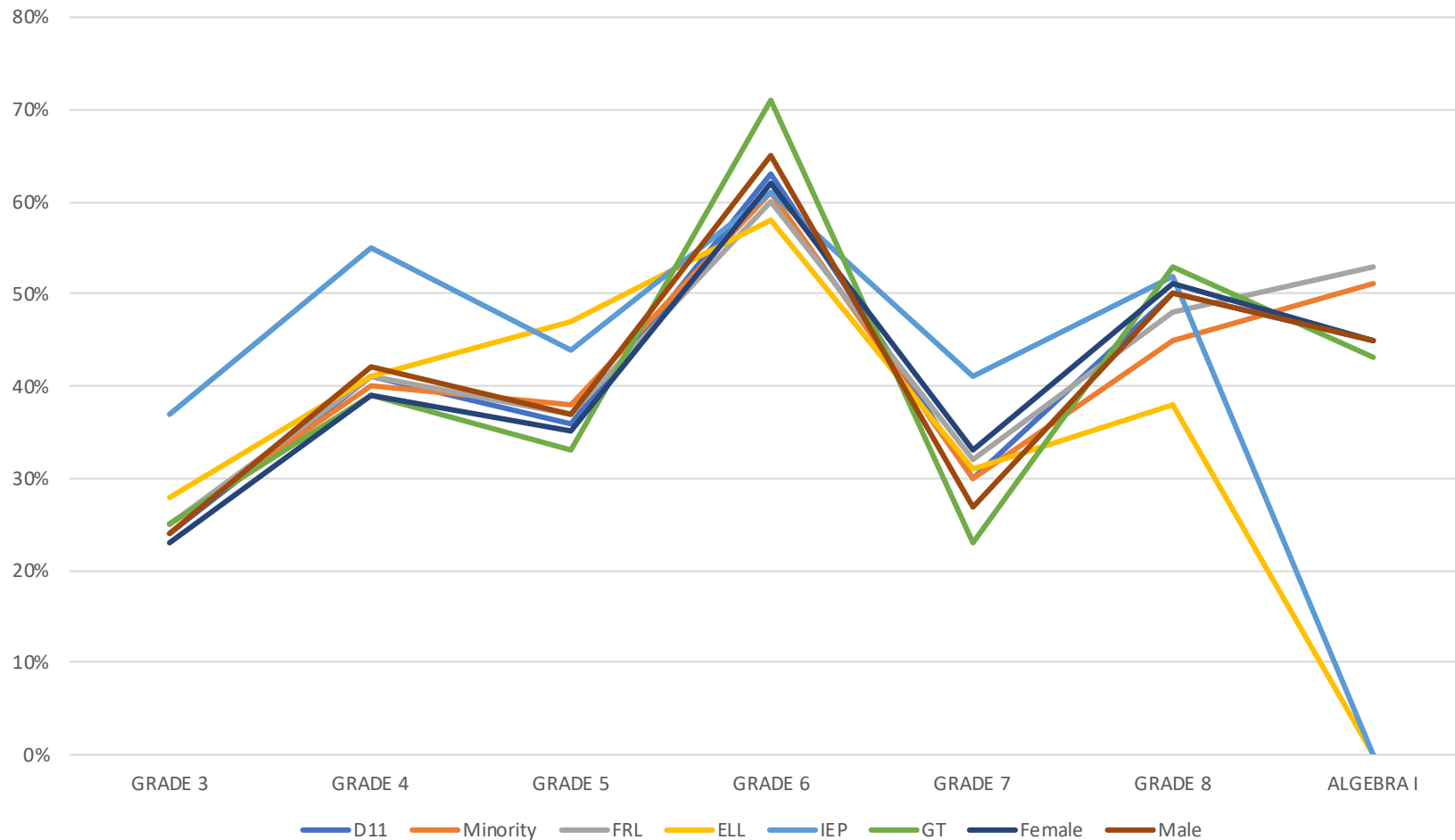


Percent Met Growth Expectations SPF Groups: Mathematics– ADB1 to ADB 3 Growth

	D11	Minority	FRL	ELL	IEP	GT	Female	Male
GRADE 3	24%	25%	25%	28%	37%	25%	23%	24%
GRADE 4	41%	40%	41%	41%	55%	39%	39%	42%
GRADE 5	36%	38%	37%	47%	44%	33%	35%	37%
GRADE 6	63%	61%	60%	58%	61%	71%	62%	65%
GRADE 7	30%	30%	32%	31%	41%	23%	33%	27%
GRADE 8	50%	45%	48%	38%	52%	53%	51%	50%
ALGEBRA I	45%	51%	53%	n<16	n<16	43%	45%	45%



% Met Growth Expectation Q1 to Q3 by Subgroup - Mathematics





Percent Met Growth Expectations Race Ethnicity: Mathematics – ADB1 to ADB 3 Growth

	D11	Black	Hispanic	2 or More	White
GRADE 3	24%	27%	26%	19%	23%
GRADE 4	41%	35%	40%	37%	41%
GRADE 5	36%	44%	37%	32%	33%
GRADE 6	63%	63%	59%	61%	66%
GRADE 7	30%	36%	32%	17%	29%
GRADE 8	50%	52%	45%	43%	55%
ALGEBRA I	45%	n<16	51%	54%	42%



% Met Growth Expectation Q1 – Q3 by Minority Subgroup - Mathematics





Q3 Data Review Take-Aways

1. Learn from 5th grade teams what they think were key factors in the fantastic growth of their students and look to systematize those
2. Explore the relationship between the Chicago Impact 5 Essential features on academic performance, especially in Algebra 1 performance among females and black students
3. Learn from 6th grade teams what they think were key factors in their math growth scores and look to systematize those
4. Utilize our "bye year" to continue to grow the use of our "working" UDIP and USIP documents to target 65-70% growth across all grades to begin to close the performance/growth gap that persists



Appendix – Subgroup Sample Sizes



Subgroup Sample Sizes – Grades 3-8 ELA

Benchmarks	Overall	FRL-Yes	FRL-No	ESL-Yes	ESL-No	IEP-Yes	IEP-No	Female	Male	Minority-Yes	Minority-No	GT-Yes	GT-No
Grade 3	36% (634)	27% (258)	48% (374)	18% (29)	38% (603)	8% (13)	39% (619)	38% (320)	34% (314)	27% (219)	45% (413)	81% (92)	33% (540)
Grade 4	40% (658)	32% (301)	52% (355)	22% (40)	42% (616)	3% (6)	45% (650)	42% (325)	38% (333)	33% (274)	48% (382)	95% (163)	34% (493)
Grade 5	43% (707)	33% (306)	56% (398)	26% (42)	44% (662)	6% (10)	47% (694)	48% (386)	37% (321)	34% (263)	51% (441)	88% (183)	36% (521)
Grade 6	35% (603)	26% (279)	50% (319)	15% (29)	37% (569)	6% (11)	38% (587)	36% (307)	34% (296)	28% (244)	42% (354)	83% (168)	28% (430)
Grade 7	44% (722)	35% (341)	57% (377)	23% (50)	47% (668)	4% (7)	48% (711)	48% (385)	40% (337)	35% (311)	54% (407)	95% (168)	37% (550)
Grade 8	40% (697)	31% (292)	51% (403)	18% (29)	42% (666)	7% (10)	43% (685)	43% (365)	37% (332)	29% (239)	50% (456)	93% (188)	33% (507)



Subgroup Sample Sizes – Grades 3-8 Mathematics and Algebra 1

Benchmarks	Overall	FRL-Yes	FRL-No	ESL-Yes	ESL-No	IEP-Yes	IEP-No	Female	Male	Minority-Yes	Minority-No	GT-Yes	GT-No
Grade 3	39% (689)	30% (290)	51% (399)	27% (44)	41% (645)	13% (22)	42% (667)	36% (302)	42% (387)	29% (240)	49% (449)	88% (99)	36% (590)
Grade 4	33% (540)	25% (237)	44% (301)	23% (42)	34% (496)	6% (10)	36% (528)	29% (225)	36% (315)	25% (209)	41% (329)	90% (154)	26% (384)
Grade 5	32% (538)	23% (212)	45% (323)	21% (34)	34% (501)	3% (4)	36% (531)	31% (252)	33% (286)	27% (207)	38% (328)	87% (180)	25% (355)
Grade 6	20% (338)	13% (139)	31% (198)	8% (16)	21% (321)	2% (4)	22% (333)	16% (133)	24% (205)	13% (116)	26% (221)	71% (144)	13% (193)
Grade 7	22% (357)	15% (143)	34% (213)	8% (17)	24% (339)	2% (4)	24% (352)	20% (156)	24% (201)	15% (134)	30% (222)	82% (116)	16% (240)
Grade 8	26% (382)	20% (173)	35% (207)	13% (21)	28% (359)	1% (2)	29% (378)	27% (185)	26% (197)	18% (134)	35% (246)	81% (68)	23% (312)
Alg 1	46% (161)	41% (46)	48% (115)	27% (4)	47% (157)	67% (2)	46% (159)	41% (72)	50% (89)	41% (43)	48% (118)	60% (93)	35% (68)