

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

District Accountability Committee
Full DAC Committee Meeting

April 23, 2020

WebEx

trudy.tool@cssd11.webex.com

5:00 – 6:00pm

1. Welcome and Good Things– Velvet Stepanek, DAC Chair– 15 minutes
2. Academic Master Plan – Dave Engstrom-Deputy Superintendent, ALL – 30 minutes
3. Fair Tax Colorado Information – Velvet Stepanek, DAC Chair – 5 minutes
4. Miscellaneous – Velvet Stepanek, DAC Chair – 5 minutes

DAC meetings, May 14, WebEx



Academic Master Plan

Commitments and Direction

Colorado Springs School District 11
Strategic Plan

Our Vision

- Be an essential part of every student and the parent of a future graduate's success plan for life.
- Develop students who are academically, socially, and emotionally ready for the future.
- Provide a safe and secure environment for all students.
- Engage in continuous improvement.

MISSION: We dare to empower the whole student to profoundly impact our world.

VISION: We are a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.

Our Values

1. We are committed to the success of every student.
2. We are committed to the success of every teacher.
3. We are committed to the success of every parent.
4. We are committed to the success of every community member.

Our Goals

- 1. Increase student achievement.
- 2. Increase teacher effectiveness.
- 3. Increase parent and community involvement.
- 4. Increase student engagement.
- 5. Increase student leadership.





ACADEMICALLY READY LEARNER

Academically Ready Learners possess multiple skills and abilities that allow them to succeed in the 21st-century world.

CONFIDENT LEARNER

Confident Learners demonstrate confidence in their abilities, seek feedback, and persist in a growth mindset.

EMPOWERED CITIZEN

Empowered Citizens take action to solve problems, influence their community, and engage in civic activities to positively impact the world.

SKILLED COMMUNICATOR

Skilled Communicators use oral and written communication skills to effectively convey information, ideas, and concepts to diverse audiences and contexts.

INNOVATIVE PROBLEM SOLVER

Innovative Problem Solvers identify and solve problems, think creatively, and use critical thinking skills to develop solutions.

HEALTHY AND BALANCED LEARNER

Healthy and Balanced Learners take care of themselves, manage stress, and maintain a positive attitude to support their learning and well-being.

SOCIAL THINKER

Social Thinkers work to understand and address the needs of others, build relationships, and work together to solve problems.

EMPHATIC COLLABORATOR

Empathetic Collaborators work to build the world around them by understanding, respecting, and supporting diversity.



Academic Master Plan



District 11 Commitments

Academic Master Plan Commitments and Direction



District 11 Commitments

- ❖ Quality Schools in Every Community
- ❖ Consistent Core Instruction
- ❖ Personalized Approach to Learning
- ❖ Rigor for College, Career, and Life Readiness



Academic Master Plan Commitments and Direction



Why is There a Need for a District Plan?

- ❖ Families within the District 11 enrollment boundary are choosing schools and programs other than District 11's
- ❖ Our current programming is not equitably accessible to all of our families
- ❖ Programming and pathways need to be strategically located in the District



Academic Master Plan Commitments and Direction

Community Input

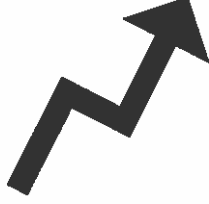
- ❖ Demographer's 2018 Report
- ❖ World Cafés Results from October, 2019
- ❖ Pikes Peak Business Education Alliance 2019 Employment Study
- ❖ District 11 Capacity Committee Fall 2019 Recommendations



Academic Master Plan Commitments and Direction

Demographer's 2018 Report

- ❖ District 11 enrollment will decline from 26,000 in 2018 to 19,000 by the year 2028.



Academic Master Plan

World Cafés in Fall 2019: Themes from our community

Area	Equity	Instructional Strategies	Schools
<ul style="list-style-type: none"> • Career Exploration/Work-Based Learning • Concurrent Enrollment • Trades (Career Technical Education) 	<ul style="list-style-type: none"> • Academic Offerings • Gifted and Talented • SPED • Transportation 	<ul style="list-style-type: none"> • Academic Supports (Interventions, tutoring, before-school, after-school, advisory) • Project Based Learning • Social Emotional Learning • Student Centered Learning 	<ul style="list-style-type: none"> • Alternative Learning • Magnet (Arts, Dual Language Immersion, Environmental / Outdoor / STEM / STEAM, Gifted and Talented)

School Choice

What programming options should be introduced or expanded in our district?



Academic Master Plan

Commitments and Direction

❖ Pikes Peak Business Education Alliance 2019 Employment Study

- ❖ Health Care
- ❖ Cybersecurity/Computer Science
- ❖ Hospitality/Culinary
- ❖ Advanced Manufacturing
- ❖ Business Administration



Academic Master Plan Commitments and Direction



D11 Capacity Committee Fall of 2019 Recommendations

- ❖ Study how to strategically deliver equitable access to educational programming to include transportation
- ❖ Relocate one or more of the schools and/or programs out of Roy J. Wasson Academic Campus to alleviate over-crowding and give room for expansion to current schools and programs
- ❖ Strategically align Gifted Magnet Program locations and curriculum to provide equitable access throughout the District
- ❖ Study options for implementing a dual language immersion program with equitable access throughout the District



Academic Master Plan



Commitments and Direction

Academic Master Plan Commitments and Direction



District 11 Commitments

- ❖ Quality Schools in Every Community
- ❖ Consistent Core Instruction
- ❖ Personalized Approach to Learning
- ❖ Rigor for College, Career, and Life Readiness



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Academic Master Plan Commitments and Direction



District 11 Direction

- ❖ Strong Neighborhood Schools
- ❖ Distinctive Magnet Schools and Programming
- ❖ Aligned Programming Pathways
- ❖ Expanded College and Career Options
- ❖ Equitable Access Supported by D11 Transportation



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Academic Master Plan Commitments and Direction

❖ Strong Neighborhood Schools

- ❖ Supportive Environment
- ❖ Involved Families
- ❖ Collaborative Teachers
- ❖ Ambitious Instruction
- ❖ Effective Leaders



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Academic Master Plan Commitments and Direction

❖ Distinctive Magnet Schools and Programming

- ❖ Dual Language
- ❖ STEM/Computer Science
- ❖ Integrated Arts/Performing Arts
- ❖ Outdoor/Expeditionary Learning
- ❖ Project-Based Learning
- ❖ Others?



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Academic Master Plan Commitments and Direction

❖ Aligned Programming Pathways

- ❖ K-12: Magnet Schools and Programming
- ❖ 6-12: Career Pathways
- ❖ K-8: Pathways or schools



Academic Master Plan Commitments and Direction

❖ Expanded College and Career Options

- ❖ Work-Based Learning
 - ❖ Internships
 - ❖ Externships
 - ❖ Apprenticeships
- ❖ Career Pathways
- ❖ Expanded Advanced Placement and Post-Secondary Options



Academic Master Plan Commitments and Direction



❖ Equitable Access Supported by D11 Transportation

- ❖ All students can access programming on District 11 provided transportation in under 60 minutes
- ❖ Choice transportation zones created in addition to neighborhood attendance zones

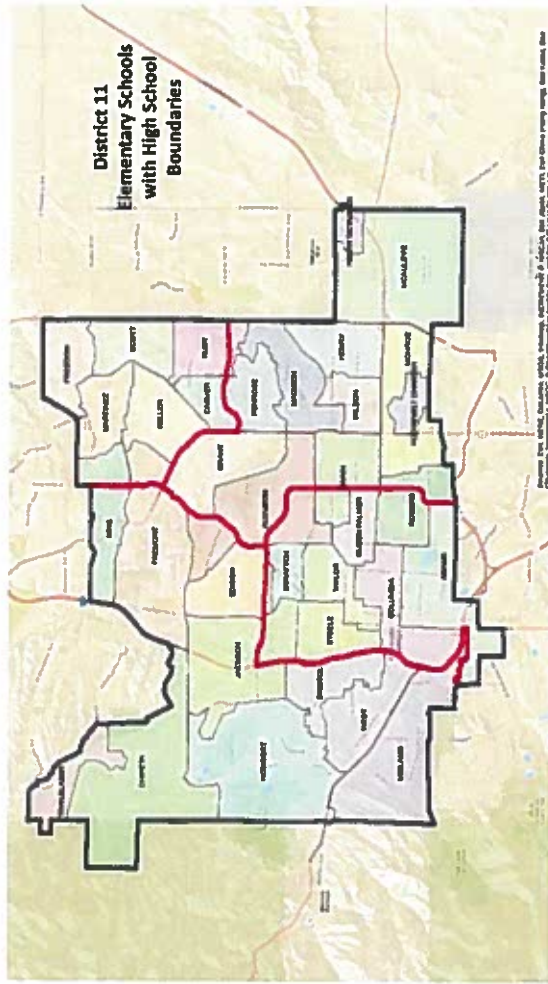


Academic Master Plan 2019-2020

Strategic Location Considerations

- ❖ Community Need
- ❖ School Location in District
- ❖ Demographics
- ❖ Performance
- ❖ Utilization Percentage
- ❖ Permits History
- ❖ Expansion Space of Property
- ❖ School Building Condition





Colorado Springs School District 11 2019 Demographics by Zones

Residence	Race/Ethnicity							FRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races	
Quadrant Zones								
Northeast	0.4%	2.1%	7.1%	25.6%	56.5%	0.6%	7.6%	42.8%
South	0.8%	1.4%	8.1%	41.8%	40.8%	0.4%	6.6%	65.8%
West	0.7%	2.3%	9.3%	32.5%	49.1%	0.4%	7.2%	61.0%
Out of District	1.4%	1.0%	5.5%	24.9%	60.5%	0.2%	5.8%	48.0%
*Roosevelt Charter Included			9.1%	30.2%	48.2%	0.8%	9.3%	47.3%
(n=23,720)								
East/West Zones								
East	0.7%	1.7%	7.7%	34.6%	47.8%	0.5%	7.0%	55.0%
West	0.8%	1.5%	7.5%	29.0%	54.4%	0.3%	6.5%	54.5%
*Roosevelt Charter Included								
(n=23,720)								
North/South Zones								
North	0.6%	2.2%	6.4%	35.1%	53.4%	0.4%	6.8%	57.3%
South	0.8%	1.2%	8.6%	33.3%	53.4%	0.4%	6.8%	57.3%
*Roosevelt Charter Included								
(Less than 5% difference)								

Academic Master Plan Commitments and Direction

District 11 Direction

- ❖ Strong Neighborhood Schools
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- ❖ Equitable Access Supported by D11 Transportation



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Academic Master Plan 2019-2020

Do You Support the Direction of the Academic Master Plan for District 11?

- ❖ If yes, why?
- ❖ What should we prioritize?

Please give us your input either on paper, with the QR
code at the right, or at the following link:

<https://tinyurl.com/2020AMP>



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Academic Master Plan 2019-2020

Do You Support the Direction of the Academic Master Plan for District 11?

- ❖ If not, why not?
- ❖ What would we need to change to gain your support?

Please give us your input either on paper, with the QR code at the right, or at the following link:

<https://tinyurl.com/2020AMP>



Academic Master Plan 2019-2020

Timeline Spring 2020

- ❖ March
 - ❖ Presentations: Commitments and Direction
 - ❖ World Cafés
 - ❖ Tuesday, March 17 @ Coronado High School
 - ❖ Thursday, March 19 @ Mitchell High School
- ❖ April
 - ❖ Community Interest Surveys
- ❖ May
 - ❖ Academic Master Plan: Five-Year Plan to Implement in Fall 2021





Academic Master Plan 2019-2020

Fall 2020 Transportation and Programming

- ❖ Roy J. Wasson Academic Campus Satellite Campus
- ❖ Choice Transportation for Gifted Magnet Programs

Academic Master Plan



Commitments and Direction Addendum



Demographics by Zone of Residence

(n=25,809)

Quadrant Zones	Race/Ethnicity							Two Or More Races	FRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races		
Northeast	0.4%	2.1%	7.1%	23.6%	56.5%	0.6%	7.6%	42.8%	
Southeast*	0.8%	1.4%	8.1%	41.8%	40.8%	0.4%	6.6%	65.8%	
South	0.8%	0.7%	9.3%	32.5%	49.1%	0.4%	7.2%	61.0%	
West	0.7%	2.3%	5.5%	24.9%	60.5%	0.7%	5.8%	48.0%	
Out of District	1.4%	1.0%	9.1%	30.2%	48.2%	0.8%	9.3%	47.3%	

*Roosevelt Charter Included

(n=23,720)

East/West Zones	Race/Ethnicity							Two Or More Races	FRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races		
East*	0.7%	1.7%	7.7%	34.6%	47.8%	0.5%	7.0%	55.6%	
West	0.8%	1.5%	7.5%	29.0%	54.4%	0.3%	6.5%	54.9%	

*Roosevelt Charter Included

(n=23,720)

North/South Zones	Race/Ethnicity							Two Or More Races	FRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races		
North	0.6%	2.2%	6.4%	23.3%	53.3%	0.4%	6.8%	45.1%	
South*	0.8%	1.2%	8.6%	31.8%	44.2%	0.4%	6.8%	63.7%	

*Roosevelt Charter Included

South Zone 3.3% difference Less than 5% difference

Students Attending a School In Their Assigned Zone

(n=18,568)

Quadrants	Race/Ethnicity							More Races	FRL
	Indian Or Alaska Native	Asian	African American	Hispanic Or Latino	White	Hawaiian/ Pacific Islander	More Races		
Zone	0.5%	2.2%	7.2%	25.5%	56.5%	0.7%	7.4%	42.5%	
Northeast	0.8%	1.4%	8.5%	45.6%	36.8%	0.4%	6.5%	71.8%	
South	0.8%	0.7%	10.4%	33.4%	47.4%	0.4%	7.0%	63.3%	
West	0.6%	2.4%	5.6%	24.8%	61.3%	0.2%	5.1%	49.5%	

*Roosevelt Charter Included

East/West	Race/Ethnicity							More Races	FRL
	Indian Or Alaska Native	Asian	African American	Hispanic Or Latino	White	Hawaiian/ Pacific Islander	More Races		
East*	0.6%	1.8%	7.9%	35.7%	46.5%	0.5%	7.0%	57.4%	
West	0.7%	1.5%	8.1%	29.3%	54.0%	0.3%	6.1%	56.8%	

*Roosevelt Charter Included

North/South	Race/Ethnicity							Two Or More Races	FRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races		
North	0.5%	2.3%	6.5%	19.3%	58.5%	0.5%	6.5%	45.4%	
South*	0.8%	1.1%	9.3%	30.7%	41.3%	0.4%	6.7%	64.7%	

*Roosevelt Charter Included

South Zone 3.3% difference Less than 5% difference

Demographics by School of Attendance
(n=23,724)

Quadrants	Race/Ethnicity						Two Or More Races	PRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/Pacific Islander		
Northeast	0.5%	2.1%	7.5%	25.7%	55.9%	0.8%	7.5%	43.3%
Southeast*	0.9%	1.4%	8.7%	45.2%	36.6%	0.4%	6.8%	71.6%
South	0.8%	0.8%	9.8%	33.5%	47.4%	0.4%	7.2%	60.5%
West	0.8%	2.0%	5.1%	23.9%	62.0%	0.2%	6.1%	47.3%

*Roosevelt Charter Included

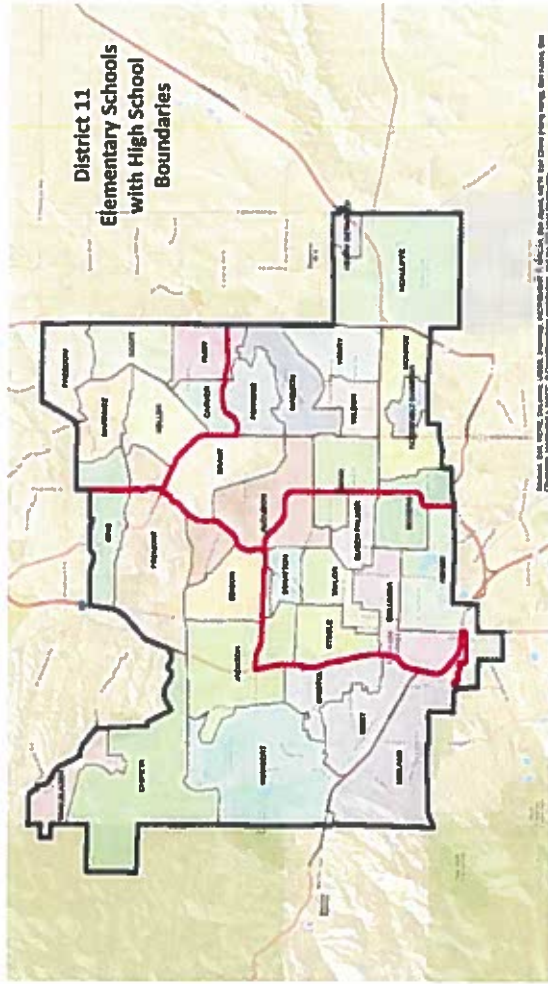
East/West	Race/Ethnicity						Two Or More Races	PRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/Pacific Islander		
East*	0.7%	1.7%	8.1%	35.2%	46.6%	0.6%	7.2%	57.0%
West	0.8%	1.3%	7.7%	29.0%	54.2%	0.3%	6.7%	54.6%

*Roosevelt Charter Included

North/South	Race/Ethnicity						Two Or More Races	PRL
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/Pacific Islander		
North	0.6%	2.0%	6.5%	33.7%	58.4%	0.5%	6.9%	61.4%
South*	0.9%	1.1%	9.3%	33.3%	41.6%	0.4%	7.0%	61.4%

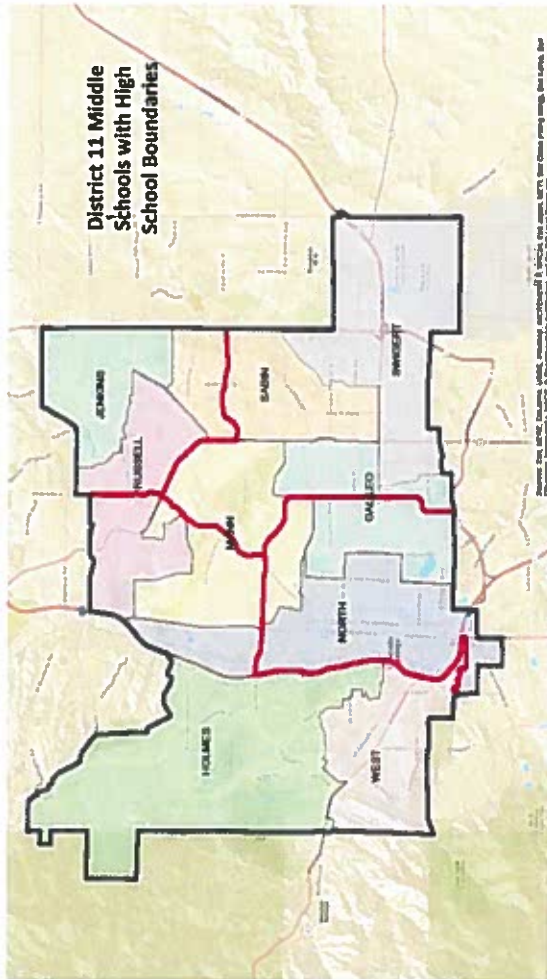
*Roosevelt Charter Included

Less than 5% difference

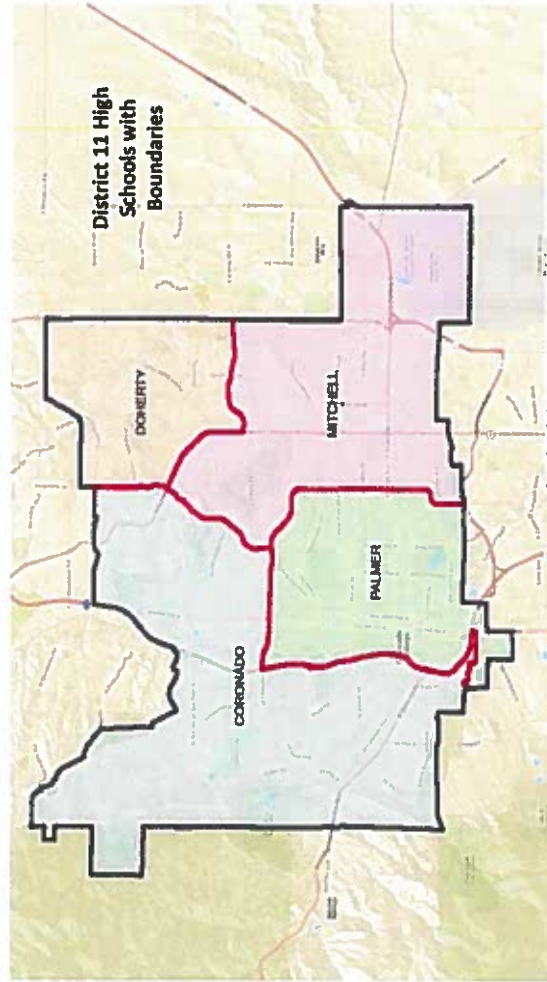


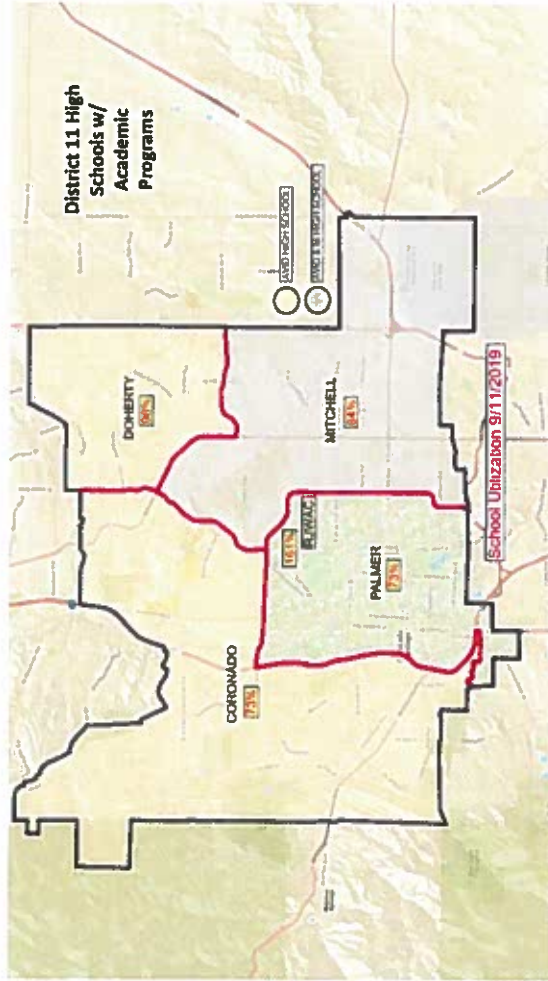
District 11 Elementary Schools with High School Boundaries

District 11 Middle Schools with High School Boundaries



District 11 High Schools with School Boundaries





Academic Master Plan Feasible School/Program Classifications (Draft)				
	Neighborhood School	Specialty Program	Major School or Magnet Program	Independent/Innovation School
District Approved Programming	District Core and District Program	District Core and Specialty Programming for a Student Cohort at Most Grade Levels	Unique Characteristics or Instructional Strategy (UC/IS) in All Grade Levels	School Determined with District Approval
District Standard for Academic Master Plan	N/A	Yes	Yes	Yes
District Core Educational Program/Writer/Chair/Name/Change	None	None	Option	Likely
Marketing	No	No	Option	Recommended
Integration Plan	School	School	District	Determined By Agreement With District
Family & Community Partnerships	None	None	Required	Required
Choice Enrollment	Family	Family and Community	Community Partner	Community Partnership
Evaluation	School Performance Framework, Standards, Benchmarks	School Performance Framework, Standards, Benchmarks	SFF & SE, and Two-year District Review	SFF & SE, and Three-year District Program Evaluations
Staffing	District Standard	District Standard	District Standard Plus Recurring Additional FTE Budget	Determined By Agreement With District
Policy, Budget, Curriculum & PD	District Standard	School Request Additional Support	District Support on School Budget	Each Can Be Varied By Agreement With District
Transportation	Neighborhood Attendance Zones	Neighborhood Attendance Zones	Sections or Quads	Determined By Agreement With District
Facility Upgrades	Needs Based	Needs Based	Capital Renewal and Improvement Priority	Determined By Agreement With District

Academic Master Plan

World Cafés in Fall 2019: Themes from our community

Alternative Schools Equity	Arts Gifted and Talented	Academic Supports Equity	Schools
<ul style="list-style-type: none"> • Career Exploration/Work-Based Learning • Concurrent Enrollment • Trades (Career Technical Education) 	<ul style="list-style-type: none"> • Arts • Environmental, Outdoor, STEM, STEAM • Gifted and Talented • Life Skills • World Languages 	<ul style="list-style-type: none"> • Academic Supports (interventions, tutoring, before-school, after-school, advisory) • Project Based Learning • Social Emotional Learning • Student Centered Learning 	<ul style="list-style-type: none"> • Alternative Learning • Magnet (Arts, Dual Language Immersion, Environmental/ Outdoor / STEM / STEAM, Gifted and Talented)

School Choice

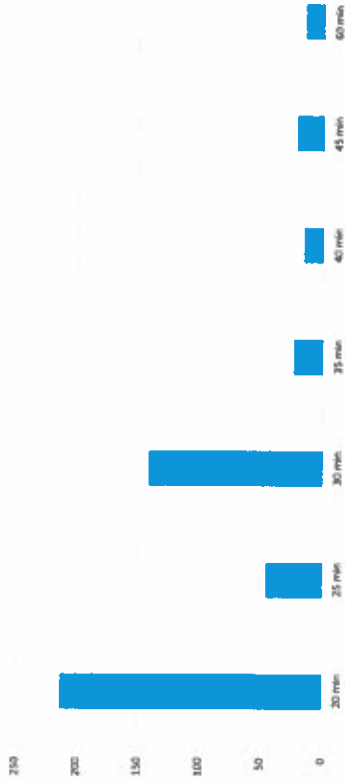
What programming options should be introduced or expanded in our district?



Criteria	Ranking Total
Most Important (1)	1502
Environment and Safety	1511
Academic Offerings	1866
Class Size	1921
Academic Achievement	2915
Racial and Socioeconomic Integration	3010
Neighborhood School	3307
Magnet School	3333
Larger Size School	3551
New/Renovated Building	3800
Least Important (10)	
Smaller Size School Enrollment	

School Choice

What criteria do you think is most important when selecting a school for a child?
1 = Most important 10 = Least important

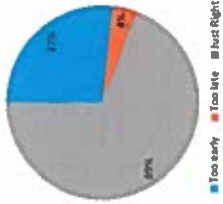


Magnet School Transportation

If your child attended a magnet school, what is the maximum length of time you would like your child on the bus (transported) traveling to/from school?



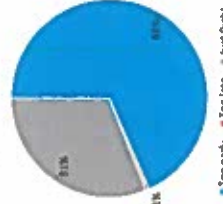
Elementary School Start Time
School start times between 7:45 a.m. and 8:00 a.m.



Middle School Start Time
School start times between 8:40 a.m. and 8:50 a.m.



High School Start Time
School start times between 7:30 a.m. and 7:40 a.m.



School Start Time

Most schools start between x and x time, do you feel this is too early, too late, or just right?



Academic Master Plan

Supporting References

District 11 Capacity Report, Fall 2019

<https://tinyurl.com/v2qxrz6>

Western Demographics, Inc.

Colorado Springs District 11 Enrollment/Demographic Forecast

<https://tinyurl.com/Demo-Enrollment>

Pikes Peak Business Education Alliance Summary Report

<https://tinyurl.com/PPEAreport>





Why Does Colorado Need a Fair Tax?

- **Colorado ranks last in the nation** in teacher wage competitiveness, and we spend \$2,800 less per student than the national average. (Great Education Colorado)
- Our roads desperately need updating, but a **\$9 billion project backlog** means necessary repairs and improvements are hard to fund. (Colorado Department of Transportation)
- **1 in 5 Coloradans** didn't get needed medical care because they couldn't afford it. (Colorado Health Access Survey)
- Based on the cost to rent a two-bedroom apartment, **Colorado is the 10th most unaffordable state** in the country for housing. (National Low Income Housing Coalition)

How Does Initiative #271 Work?

By raising income tax rates for the top 5% of earners and lowering them for everyone else, Colorado will generate \$2 billion in new revenue. Half of that will be dedicated to increasing pay for teachers and student support staff. The other half will go toward the impacts of a growing population and changing economy.

Fair Tax Takeaways



95% of Coloradans would get a tax cut

- All Coloradans with a taxable income less than \$250,000 a year will see their income tax rates decrease to 4.58%.



Every Coloradan pays their fair share

- It's unfair Colorado's middle class pays more of their income in taxes than the top 5%. By asking the wealthiest Coloradans to pay a little more, we can make our tax code fair.



Guaranteed funding for schools and teachers

- Half of the \$2 billion raised by creating a fair tax code will go toward increasing pay for our teachers and student support staff.
- The other half will go to other critical needs, including affordable housing and health care, road repairs and maintenance, postsecondary learning opportunities, child care, and worker supports — the areas Fair Tax Colorado advocates have been working on for several years.

Colorado is a great state to live, work, and grow. A fair tax will make it even better by investing in what we need, expanding opportunity, and providing a better quality of life for all of us.