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

District Accountability Committee
Full DAC Committee Meeting

September 19, 2019
6:00 – 8:00 pm

Tesla Opportunity Center – 2560 International Circle
Room 112/113

1. Welcome/Introductions/Opening Remarks– Velvet Stepanek, DAC Chair– 10 minutes

2. Spotlight – Swigert Aerospace Academy – 20 Days of School Campaign - Velvet Stepanek - 10 minutes

3. 2019 School Performance Framework (SPF)/District Performance Framework (DPF), Data Sets – Dr. Ed Plute – 30 minutes

4. Accreditation Subcommittee Report – Dr. Ed Plute – 15 minutes
   a. USIP Timelines

5. Budget Subcommittee Report – Jan Rennie – 5 minutes

6. Membership Subcommittee Report – Joseph Mezzofante – 5 minutes

7. Training & SAC Support Subcommittee Report – Lyman Kaiser – 10 minutes

8. DAC Future Topics/Agenda Planning – Velvet Stepanek – 20 minutes

T & SS meetings, October 8, November 5, December 3, January 7, February 4, March 3, April 7, May 5, Volunteer Services Conference Room
SAC Training, September 26, November 7, February 6, April 2, Tesla
DAC meetings, October 17, November 21, January 16, February 20, March 19, April 16, May 14, Tesla
Accreditation/Achievement meetings, September 23, October 14, October 28, November 11, December 9, Human Resources Building, IT-A

Unified District Improvement Plan

Board of Education Work Session
September 18, 2019

STATEMENT OF BELIEF

We see all children as highly capable and eager to learn, with a burning passion to succeed in life. There is a commitment to student learning, but we do not have a systematic approach that supports responding through an equity lens.

UDIP PRIMARY FUNCTION

*If D11 lacks a systematic approach to fulfill our belief then the UDIP's primary function should be-***system coherence**.

In a coherent system, the UDIP serves as a living document to operationalize the elements within the strategic plan

UDIP DESIGN ATTRIBUTES

If the UDIP is a living document to operationalize the district mission and vision…

The UDIP Must:

Be aligned to the **strategic plan**

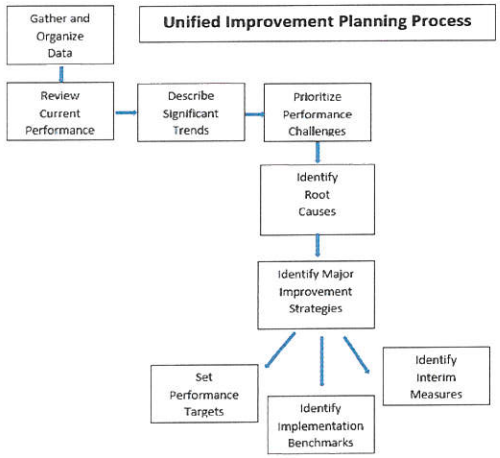
Involve a **more diverse development team** to mirror the strategic planning process

Be designed to build a **system of support** for schools to meet USIP goals

Encompass **broader depth and breadth** of data collection to meet whole student mission

Leverage USIP trend observations from **schools experiencing results**

UDIP DEVELOPMENT STEPS



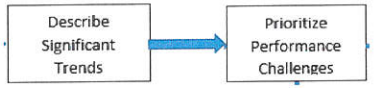
Steps 1 and 2

Gather and Organize Data → Review Current Performance

Types of Data for Improvement Planning

	Performance	Demographic	Process	Perception
	Outcomes of the educational system	Descriptive information about the educational system	What is happening (practices) in the educational system	What stakeholders think, believe or perceive about the educational system
Previous Years Data Focus	• School and District Performance Frameworks • Growth Model Reports • Post Secondary and Workforce Readiness	• Enrollment, Attendance, Conduct, FRL, underserved populations • Equitable Distribution of Teachers • Early childhood programs • Public Finance	• USIP trends and observations • Social emotional/health and wellness • Strategy team end results • PELP learning team • Program evaluations • Course Offerings/ Opportunities for all students	• Orgametrics • World Cafes • Core planning team • TLCC (prev. TELL) Survey Opportunities

Steps 3 and 4

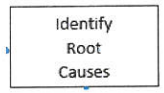


Academic Achievement
Inconsistent academic achievement across all grade spans and the district as a whole in all content areas, with clear gaps between all students and English Learners, Free Meals Eligible, Minority and Students with disabilities

Academic Growth
Inconsistent academic growth across all grade spans and the district as a whole in all content areas, with a clear gap between all students and Students with Disabilities in particular

Post-Secondary and Workforce Readiness
Students are not performing on college entrance exams, graduating or matriculating at levels to indicate college or workforce readiness and students are dropping out of high school at higher than expected rates with clear gaps between all students and English Learners, Free Meals Eligible, Minority and Students with disabilities.

Step 5



Root Cause Analysis Process
Honoring a broader depth and breadth of stakeholder involvement, the root cause analysis process was inclusive using all stages of the strategic planning, the PELP team analysis, multiple data digs and work sessions culminating in one primary root cause (tap root)

District 11 lacks the collaborative culture that will afford alignment of a shared understanding and the ability to guarantee an ecosystem of equitable practices to meet the unique needs of all

Step 6

Identify Major Improvement Strategies

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.
4. We will determine sources of data to inform us about the whole student.

Step 6: Major Improvement Strategy Action Plan (Example Excerpt)

MIS #3: We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

Implementation Benchmark#1: By the end of the 2019-2020 school year D11 leaders and educators will be able to articulate a common understanding of Tier I-Best, First Instruction		
Action Step	Description	Measures
2020 Colorado Academic Standards transition modules	All principals will lead site based PD using the CDE standards transition modules and/or D11 small bite seminar series modules	• Embedded formative and summative assessments within CDE modules • EDSS module-aligned quarterly formative assessments
Self Regulation- teaching students to learn how to learn	Key representative instructional leaders will attend learning science training to understand how to ensure instructional shifts create conditions for learning versus coverage of content	• Participant surveys • Artifacts of learning • EDSS aligned formative assessments

Overview of quarterly milestones

Next Steps

Commit to a timeline that fosters an iterative process of improvement and refinement

September 9th- Small group feedback loop for first draft
September 10th- Executive Cabinet-feedback loop-refine first draft for board work session
September 18th- Board work session- feedback loop-second draft
September 18-23- Small group edits-third draft
September 26th- Executive Cabinet review of third draft/approval
October 9th- Board Meeting
Ongoing- Quarterly Board Work Sessions- progress updates on targeted focus areas

REFINEMENT CONSIDERATIONS

- Is the flow of information clear and easy to follow?
- What other design attributes should we include?
- Are there any other data opportunities we should consider?
- How do you envision the end results work of the strategy teams informing UDIP development?

COLORADO
Department of Education

Preliminary 2019 District Performance Framework

1010: COLORADO SPRINGS 11

Levels: EMH - (1-Year)

Accreditation Rating

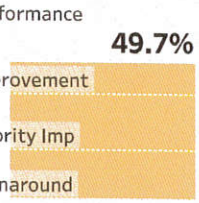
Official Rating based on 1-Year DPF Report

Accredited with Improvement Plan: Meets 95% Participation

49.7/100

Distinction

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Refer to the scoring guide at the end of this report for additional information.



Accreditation categories are based on the total percentage of points earned:

Accredited with Distinction: 74.0% - 100.0%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	46.3%	13.9/30	Approaching
Academic Growth	56.8%	22.7/40	Approaching
Postsecondary & Workforce Readiness	43.8%	13.1/30	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	17,161	16,346	95.3%	507	98.4%	Meets 95%
Math	17,159	16,404	95.6%	506	98.5%	Meets 95%
Science	5,733	5,103	89.0%	457	96.7%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	52.1%	20.8/40	Approaching	59.4%	Accredited
	Academic Growth	64.3%	38.6/60	Meets		
Middle	Academic Achievement	44.4%	17.8/40	Approaching	53.1%	Improvement
	Academic Growth	58.9%	35.3/60	Approaching		
High	Academic Achievement	42.4%	12.7/30	Approaching	44.7%	Improvement
	Academic Growth	47.3%	18.9/40	Approaching		
	Postsecondary & Workforce ..	43.8%	13.1/30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, refer to the scoring guide on the last page of this report.
(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.
(^) Districts with an Insufficient State Data rating will maintain performance watch status from the prior year.

1010: COLORADO SPRINGS 11

Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	5,503	97.4%	738.4	47	4/8	Approaching
	Previously Identified for READ Plan	949	96.1%	703.4	*	0/0	-
	English Learners	612	96.6%	721.7	13	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	3,327	97.8%	729.9	28	0.5/1	Approaching
	Minority Students	2,754	97.5%	731.2	31	0.5/1	Approaching
	Students with Disabilities	574	91.4%	699.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	5,518	97.6%	736.0	54	6/8	Meets
	English Learners	623	97.9%	724.9	27	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	3,333	98.1%	728.4	35	0.5/1	Approaching
	Minority Students	2,764	98.0%	730.1	39	0.5/1	Approaching
	Students with Disabilities	575	91.4%	702.7	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,861	97.4%	590.7	43	4/8	Approaching
	English Learners	203	96.5%	520.8	11	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,131	97.8%	564.7	28	0.5/1	Approaching
	Minority Students	923	96.9%	566.5	29	0.5/1	Approaching
	Students with Disabilities	216	92.1%	493.8	4	0.25/1	Does Not Meet
TOTAL		*	*	*	*	18.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,394	48.0	4/8	Approaching
	English Learners	368	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	2,020	44.0	0.5/1	Approaching
	Minority Students	1,683	45.0	0.5/1	Approaching
	Students with Disabilities	320	38.0	0.5/1	Approaching
CMAS - Math	All Students	3,416	51.0	6/8	Meets
	English Learners	385	55.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	2,038	51.0	0.75/1	Meets
	Minority Students	1,698	51.0	0.75/1	Meets
	Students with Disabilities	321	47.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	755	56.0	1.5/2	Meets
	On Track to Proficiency	778	74.2%	1.5/2	Meets
TOTAL		*	*	18/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

1010: COLORADO SPRINGS 11

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	5,085	94.5%	739.5	47	4/8	Approaching
	English Learners	480	92.5%	720.4	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	3,015	94.7%	731.3	29	0.5/1	Approaching
	Minority Students	2,535	94.7%	731.7	30	0.5/1	Approaching
	Students with Disabilities	511	92.1%	700.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	5,121	95.3%	726.7	38	4/8	Approaching
	English Learners	506	98.5%	711.2	6	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	3,045	95.8%	718.9	19	0.5/1	Approaching
	Minority Students	2,563	96.0%	718.5	19	0.5/1	Approaching
	Students with Disabilities	512	92.1%	694.6	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,623	92.0%	562.2	32	4/8	Approaching
	English Learners	121	94.9%	479.8	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	943	92.5%	527.3	14	0.25/1	Does Not Meet
	Minority Students	788	91.8%	526.7	14	0.25/1	Does Not Meet
	Students with Disabilities	151	87.4%	452.0	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	16/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	4,706	52.0	6/8	Meets
	English Learners	455	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	2,779	50.0	0.75/1	Meets
	Minority Students	2,351	49.0	0.5/1	Approaching
	Students with Disabilities	415	43.0	0.5/1	Approaching
CMAS - Math	All Students	4,727	45.0	4/8	Approaching
	English Learners	467	42.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,797	43.0	0.5/1	Approaching
	Minority Students	2,363	43.0	0.5/1	Approaching
	Students with Disabilities	414	42.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	189	49.0	1/2	Approaching
	On Track to Proficiency	188	36.7%	1/2	Approaching
TOTAL		*	*	16.5/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

1010: COLORADO SPRINGS 11

High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	3,203	94.8%	447.0	31	4/8	Approaching
	English Learners	192	92.4%	371.8	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,618	94.4%	421.1	12	0.25/1	Does Not Meet
	Minority Students	1,541	94.5%	424.9	16	0.5/1	Approaching
	Students with Disabilities	283	88.8%	348.2	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	3,205	94.8%	429.1	30	4/8	Approaching
	English Learners	194	92.4%	370.1	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,620	94.4%	405.7	11	0.25/1	Does Not Meet
	Minority Students	1,543	94.5%	409.6	13	0.25/1	Does Not Meet
	Students with Disabilities	283	88.8%	339.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,318	76.4%	571.9	18	4/8	Approaching
	English Learners	110	84.3%	468.0	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	600	79.6%	544.2	5	0.25/1	Does Not Meet
	Minority Students	695	77.2%	544.6	5	0.25/1	Does Not Meet
	Students with Disabilities	91	74.8%	479.4	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.25/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	2,898	47.0	4/8	Approaching
	English Learners	185	37.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,335	43.0	0.5/1	Approaching
	Minority Students	1,411	44.0	0.5/1	Approaching
	Students with Disabilities	193	26.0	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	4,341	48.0	4/8	Approaching
	English Learners	286	44.5	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,102	46.0	0.5/1	Approaching
	Minority Students	2,141	47.0	0.5/1	Approaching
	Students with Disabilities	297	41.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	218	45.0	1/2	Approaching
	On Track to Proficiency	228	27.2%	0.5/2	Does Not Meet
TOTAL		*	*	13.25/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

COLORADO
Department of Education

Preliminary 2019 District Performance Framework

1010: COLORADO SPRINGS 11

High School - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	1,536	*	482.2	91.3%	2/4	Approaching
	English Learners	101	*	393.1	85.7%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	674	*	455.7	91.5%	0.25/1	Does Not Meet
	Minority Students	788	*	461.4	90.4%	0.5/1	Approaching
	Students with Disabilities	95	*	362.4	80.6%	0.25/1	Does Not Meet
CO SAT - Math	All Students	1,536	*	467.6	91.3%	2/4	Approaching
	English Learners	101	*	401.0	85.7%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	674	*	440.0	91.5%	0.5/1	Approaching
	Minority Students	788	*	448.0	90.4%	0.5/1	Approaching
	Students with Disabilities	95	*	351.1	80.6%	0.25/1	Does Not Meet
Dropout	All Students	14,486	*	2.7%	*	4/8	Approaching
	English Learners	867	*	4.0%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	7,722	*	2.4%	*	1/2	Approaching
	Minority Students	7,143	*	3.1%	*	1/2	Approaching
	Students with Disabilities	1,301	*	2.8%	*	1/2	Approaching
Matriculation	All Students	1,794	*	44.0%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	14.2%	*	*	-
	4-Year Higher Education Instituti..	*	*	25.4%	*	*	-
	Career & Technical Education	*	*	5.3%	*	*	-
Graduation	All Students	2,137	7yr	80.1%	*	4/8	Approaching
	English Learners	143	7yr	80.4%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	1,181	7yr	73.6%	*	0.5/2	Does Not Meet
	Minority Students	984	6yr	78.2%	*	1/2	Approaching
	Students with Disabilities	178	7yr	62.9%	*	0.5/2	Does Not Meet
TOTAL		*	*	*	*	22.75/52	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	70.1%	76.8%	78.8%	80.1%	7yr
English Learners	61.8%	79.9%	73.8%	80.4%	7yr
Free/Reduced-Price Lunch Eligible	63.4%	70.9%	71.3%	73.6%	7yr
Minority Students	67.3%	75.4%	78.2%	77.2%	6yr
Students with Disabilities	41.0%	54.1%	62.7%	62.9%	7yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: http://www.cde.state.co.us/accountability/pwr

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2019 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score (or percent On Track) was: see tables below for actual values*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
Academic Achievement & ELP On Track Growth	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
	Median Growth Percentile was:		*All Students*	*Each Disaggregated Group*	*ELP*
Academic Growth	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	*Mean CO SAT Math scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		*All Students*	*Each Disaggregated Group*	
Postsecondary and Workforce Readiness	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		*All Students*		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*	
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)	Elem	Middle	High
15th percentile	722.3	724.1	423.5	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2019 for ELP On Track to Proficiency Growth.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

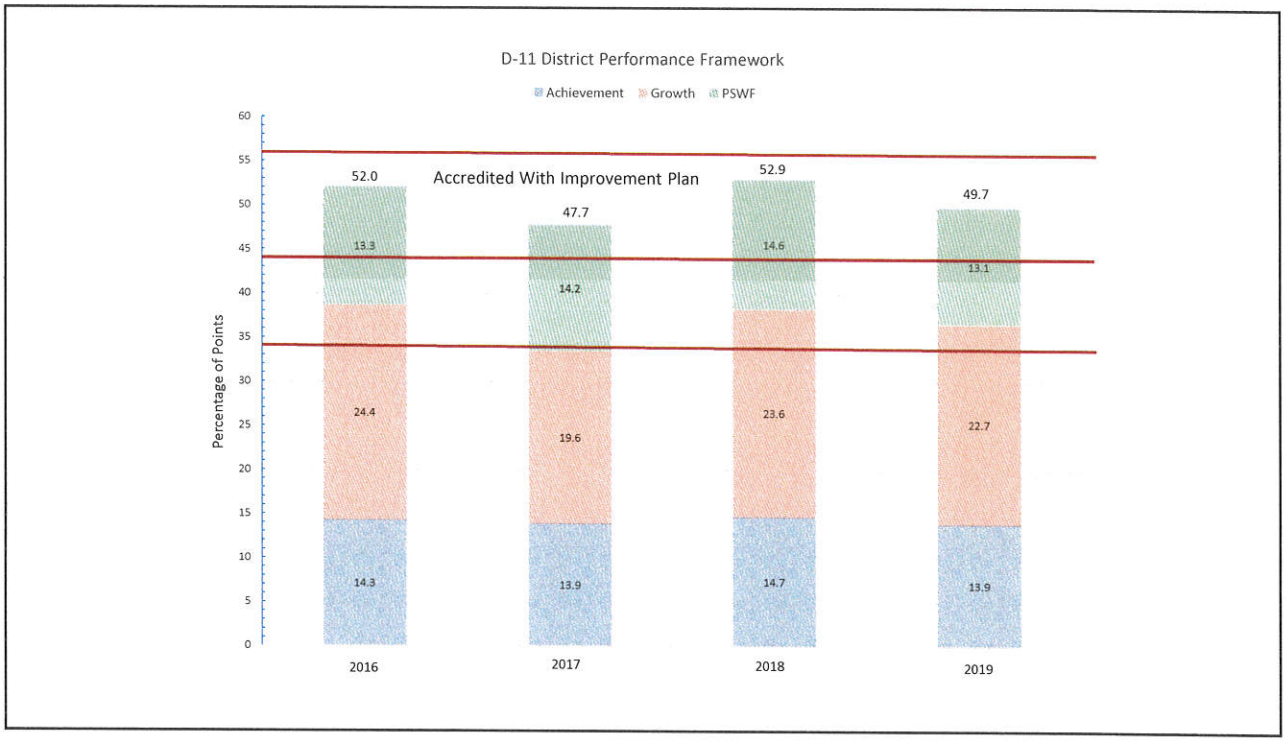
August 13, 2019

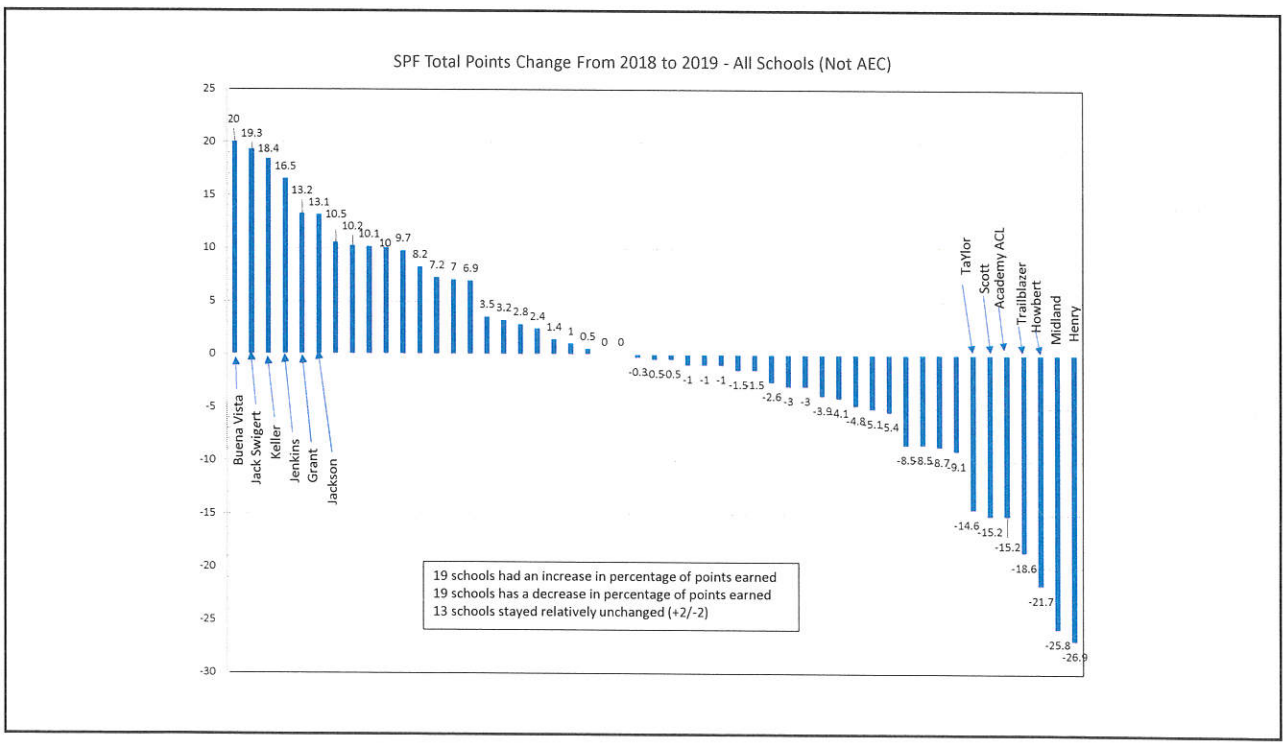
2017 to 2018 School Accreditation Ratings compared to 2019 Preliminary School Performance Framework Rating

School	2017 Accreditation Rating	2017 Percent of Points	2018 Accreditation Rating	2018 Percent of Points	2019 Preliminary SPF Rating	2019 Percent of Points	
Academy ACL	Distinction & Performance	86.8%	Performance	92.9%	Performance	77.7%	-15.2%
Achieve Online	*Performance*	69.3%	*Performance*	70.1%	*Performance*	*71.2%*	1.1%
Adams	Priority Improvement (Yr 1)	40.6%	Improvement	50.7%	Improvement	49.7%	-1.0%
Audubon	Performance	63.5%	Improvement	45.0%	Performance	55.0%	10.0%
Bijou	*Performance*	71.0%	*Performance*	64.9%	*Performance*	*69.3%*	4.4%
Bristol	Performance	58.9%	Performance	73.6%	Performance	81.8%	8.2%
Buena Vista	Performance	72.1%	Performance	62.5%	Performance	82.5%	20.0%
Carver	Performance	70.9%	Performance	57.5%	Performance	67.2%	9.7%
Chipeta	Performance	77.2%	Performance	83.6%	Performance	84.6%	1.0%
CIVA	Performance	75.5%	Performance	73.2%	Performance	74.6%	1.4%
Columbia	Performance	63.5%	Performance	91.2%	Performance	82.5%	-8.7%
Community Prep	*Performance*	76.1%	*Performance*	79.7%	*Performance*	*77.9%*	-1.8%
Coronado	Performance	53.5%	Performance	62.7%	Performance	62.4%	-0.3%
Doherty	Performance	56.8%	Performance	60.9%	*Improvement*	52.4%	-8.5%
Eastlake	*Improvement*	48.4%	*Improvement*	57.6%	*Performance*	*63.0%*	5.4%
Edison	Performance	75.4%	Performance	69.9%	Performance	80.1%	10.2%
Freedom	Performance	58.0%	Performance	68.7%	Performance	64.6%	-4.1%
Fremont	Performance	63.0%	Performance	53.8%	*Improvement*	48.7%	-5.1%
Galileo	Priority Improvement (Yr 1)	41.6%	Priority Improvement (Yr 2)	37.8%	Priority Improvement (Yr 3)	38.3%	0.5%
Globe	Performance	65.8%	Performance	75.3%	Performance	74.8%	-0.5%
Grant	Performance	54.4%	Performance	56.9%	Performance	70.1%	13.2%
Henry	Distinction & Performance	84.0%	Performance	78.2%	*Improvement*	51.3%	-26.9%
Holmes	Performance	63.0%	Performance	64.0%	Performance	61.4%	-2.6%
Howbert	Improvement	49.7%	Performance	67.1%	*Improvement*	45.4%	-21.7%
Jackson	Improvement	48.5%	Performance	58.8%	Performance	71.9%	13.1%
Jenkins	Performance	55.3%	Performance	54.7%	Performance	71.2%	16.5%
Keller	Performance	60.4%	Improvement	43.8%	Performance	62.2%	18.4%
King	Performance	52.7%	Performance	63.6%	Performance	62.1%	-1.5%
Madison	Improvement	41.2%	Performance	62.2%	Performance	65.0%	2.8%
Mann	Priority Improvement (Yr 1)	35.5%	Improvement	48.6%	Performance	55.5%	6.9%
Martinez	Performance	55.4%	Improvement	49.7%	Performance	56.9%	7.2%
McAuliffe	Improvement	43.7%	Improvement	48.7%	Improvement	51.9%	3.2%
Midland	Improvement	45.7%	Improvement	50.8%	Turnaround (Yr 1)	25.0%	-25.8%
Mitchell	Priority Improvement (Yr 2)	42.1%	Priority Improvement (Yr 3)	40.8%	Priority Improvement (Yr 4)	39.8%	-1.0%
Monroe	Priority Improvement (Yr 2)	39.4%	Performance	57.5%	Performance	57.0%	-0.5%
North	Turnaround (Yr 1)	32.8%	Performance	59.4%	Performance	56.4%	-3.0%
Odyssey ECCO	Improvement	45.7%	Performance	61.7%	Performance	72.2%	10.5%
Palmer	Improvement	52.8%	Performance	64.3%	Performance	58.9%	-5.4%
Penrose	Performance	57.6%	Performance	70.3%	Performance	80.4%	10.1%
Queen Palmer	Improvement	46.0%	Improvement	50.0%	Improvement	50.0%	0.0%
Rogers	Priority Improvement (Yr 1)	40.0%	Performance	63.2%	Performance	54.1%	-9.1%
Roosevelt	Improvement	49.2%	Performance	57.8%	Performance	56.3%	-1.5%
Rudy	Performance	58.1%	Performance	65.0%	Performance	72.0%	7.0%
Russell	Performance	72.0%	Performance	60.3%	Performance	59.3%	-1.0%
Sabin	Turnaround (Yr 1)	33.0%	Improvement	45.6%	Improvement	48.0%	2.4%
Scott	Distinction & Performance	80.2%	Performance	89.0%	Performance	73.8%	-15.2%
Steele	Performance	73.9%	Performance	88.1%	Performance	79.6%	-8.5%
Stratton	Performance	59.3%	Performance	66.8%	Performance	66.8%	0.0%
Swigert	Priority Improvement (Yr 1)	38.7%	Priority Improvement (Yr 2)	34.1%	Performance	53.4%	19.3%
Taylor	Performance	61.5%	Performance	78.0%	Performance	63.4%	-14.6%
Tesla	*Improvement*	*47.3%*	*Improvement*	51.0%	*Improvement*	*58.6%*	7.6%

2017 to 2018 School Accreditation Ratings compared to 2019 Preliminary School Performance Framework Rating

School	2017 Accreditation Rating	2017 Percent of Points	2018 Accreditation Rating	2018 Percent of Points	2019 Preliminary SPF Rating	2019 Percent of Points	
Trailblazer	Performance	58.6%	Performance	61.9%	*Improvement*	43.3%	-18.6%
Twain	Improvement	50.8%	Improvement	49.4%	Improvement	52.9%	3.5%
West ES	Turnaround (Yr 1)	30.7%	Improvement	42.6%	Priority Improvement (Yr 1)	37.8%	-4.8%
West MS	Improvement	43.0%	Performance	70.1%	Performance	67.1%	-3.0%
Wilson	Performance	54.5%	Improvement	49.1%	Improvement	45.2%	-3.9%


D-11 District Performance Framework
Achievement
Growth
PSWF
Percentage of Points
Accredited With Improvement Plan
52.0
13.3
24.4
14.3
47.7
14.2
19.6
13.9
52.9
14.6
23.6
14.7
49.7
13.1
22.7
13.9
2016
2017
2018
2019


SPF Total Points Change From 2018 to 2019 - All Schools (Not AEC)
Buena Vista
Jack Swigert
Keller
Jenkins
Grant
Jackson
Taylor
Scott
Academy ACL
Trailblazer
Howbert
Midland
Henry
19 schools had an increase in percentage of points earned
19 schools has a decrease in percentage of points earned
13 schools stayed relatively unchanged (+2/-2)

Accredited With Distinction and Performance Plan

Chipeta	84.6
Buena Vista	82.5
Columbia	82.5
Bristol	81.8
Penrose	80.4
Edison	80.1

Accredited With Performance Plan

Steele	79.6
Academy ACL	77.7
GLOBE	74.8
CIVA	74.6
Scott	73.8
Odyssey ECCO	72.2
Rudy	72
Jackson	71.9
Jenkins	71.2
Grant	70.1
Carver	67.2
West MS	67.1
Stratton	66.8
Madison	65
Freedom	64.6
Taylor	63.4
Coronado	62.4
Keller	62.2
King	62.1
Holmes	61.4
Russell	59.3
Palmer	58.9
Monroe	57
Martinez	56.9
North	56.4
Roosevelt	56.3
Mann	55.5
Audubon	55
Rogers	54.1
Jack Swigert	53.4

Accredited With Improvement Plan

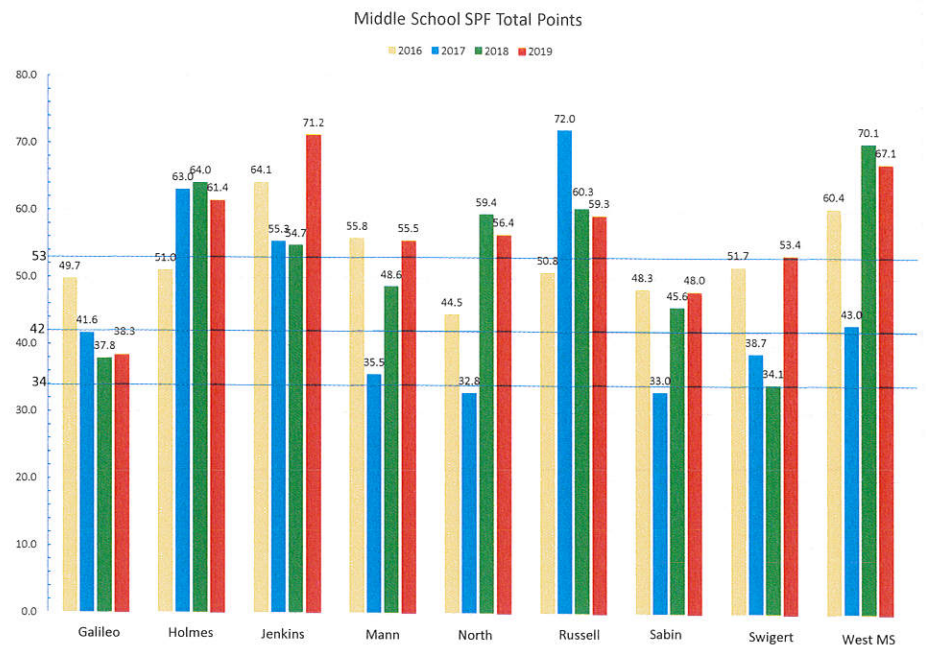
Twain	52.9
Doherty	52.4
McAuliffe	51.9
Henry	51.3
Queen Palmer	50
Adams	49.7
Fremont	48.7
Sabin	48
Howbert	45.4
Wilson	45.2
Trailblazer	43.3

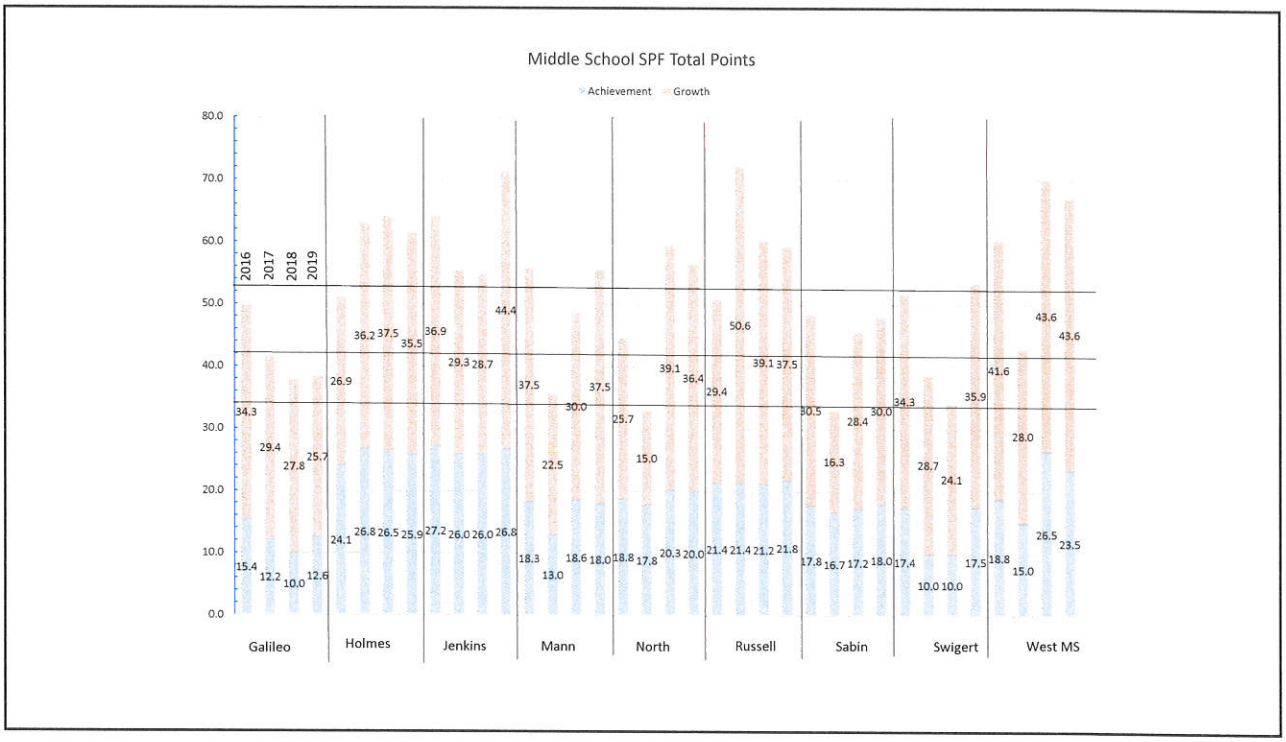
Accredited With Priority Improvement Plan

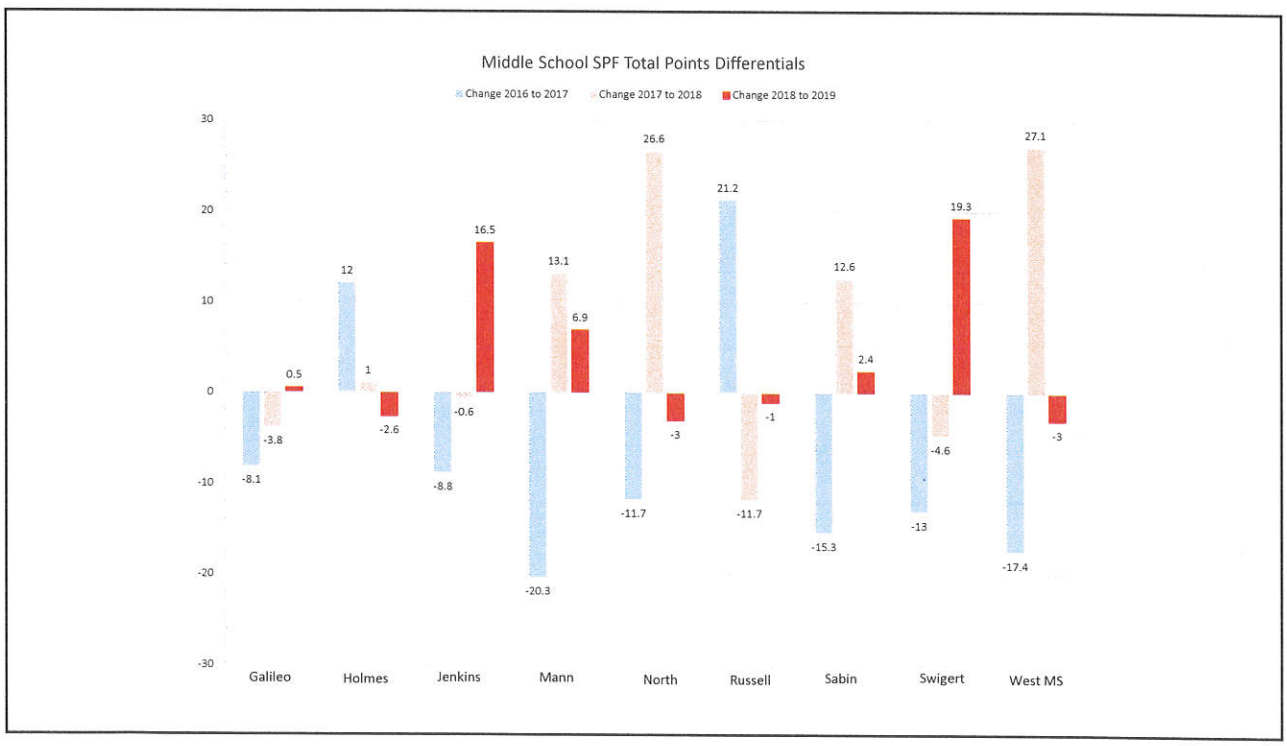
Mitchell	39.8
Galileo	38.3
West ES	37.8

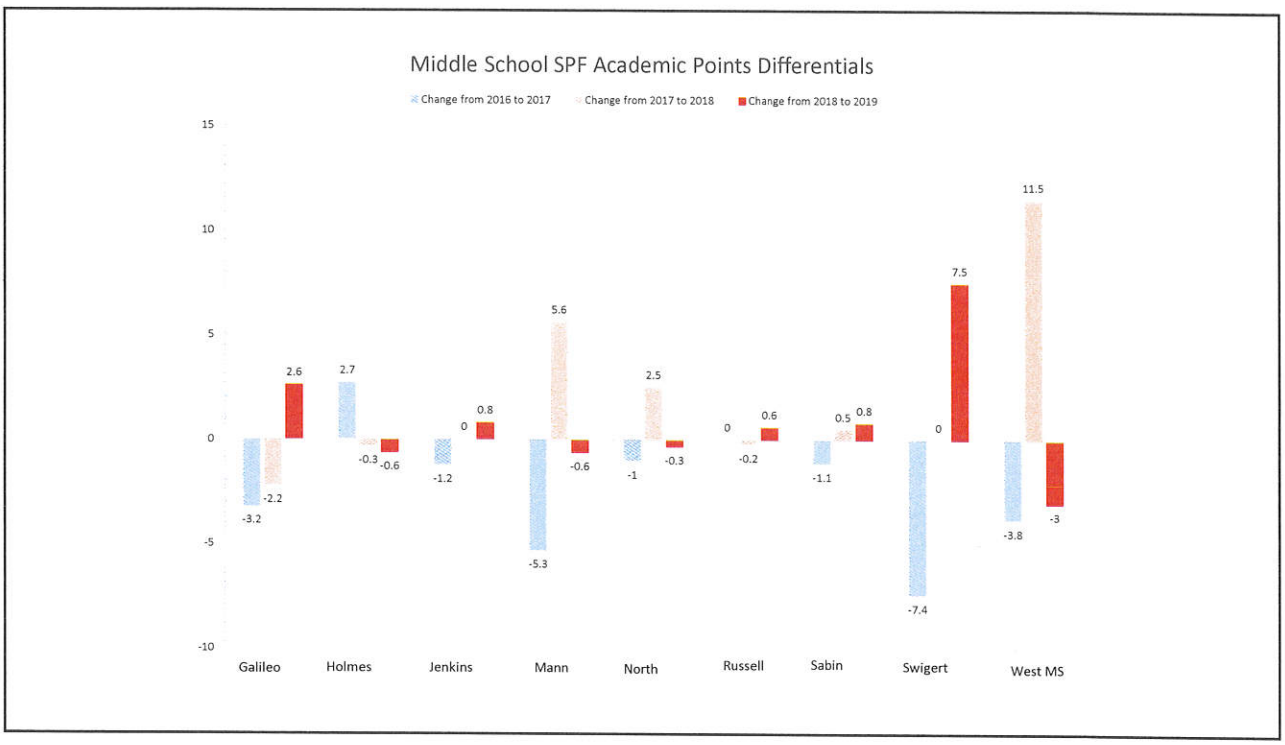
Accredited With Turnaround Plan

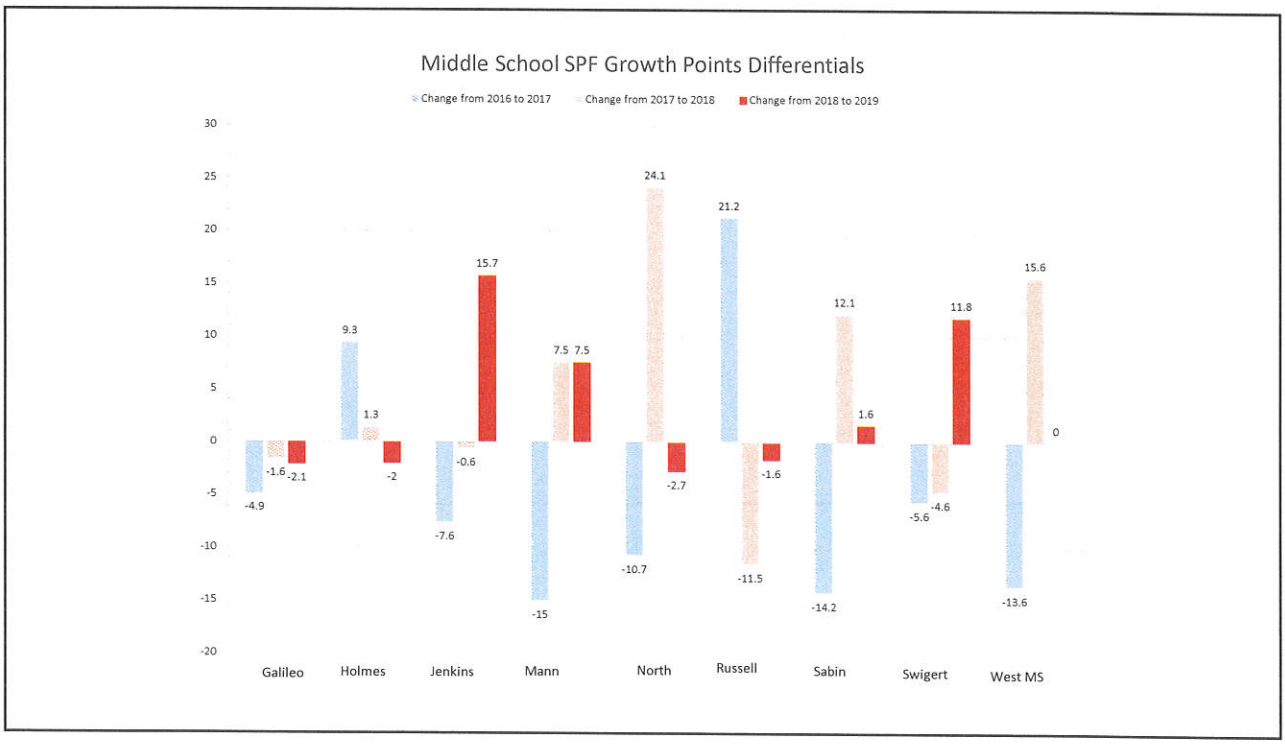
Midland	25

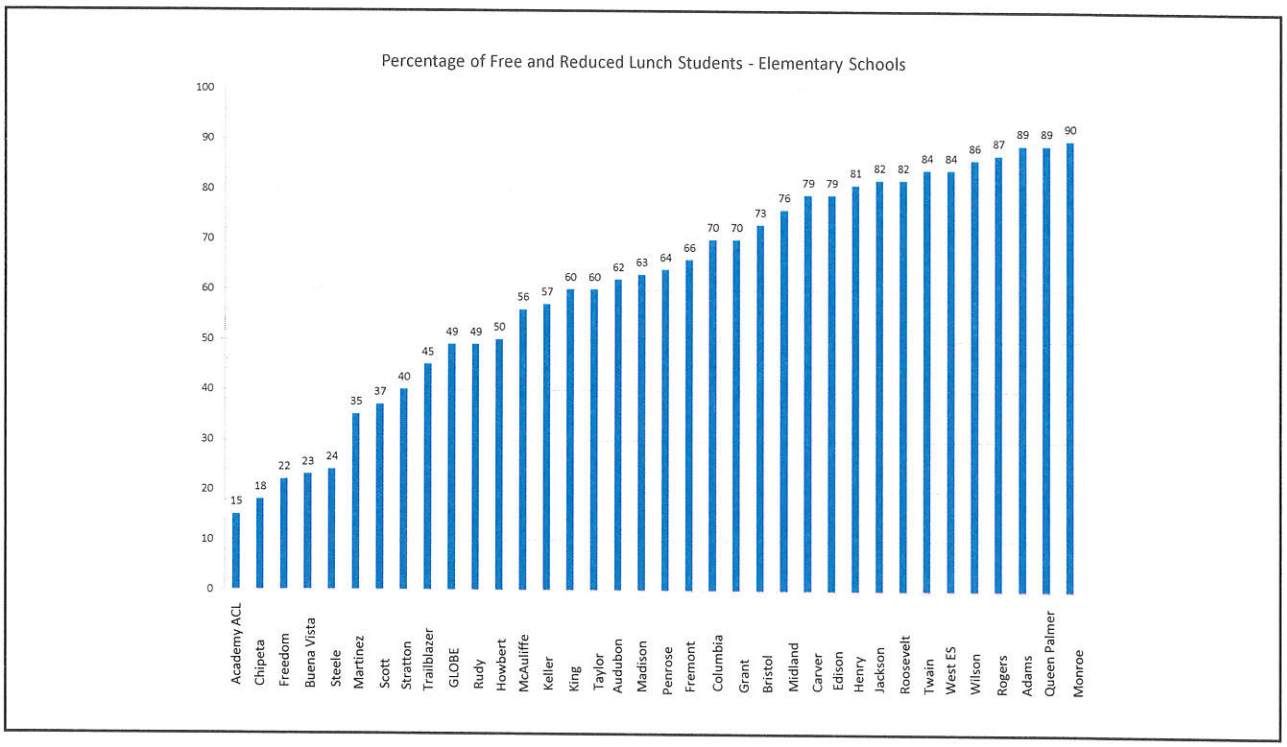


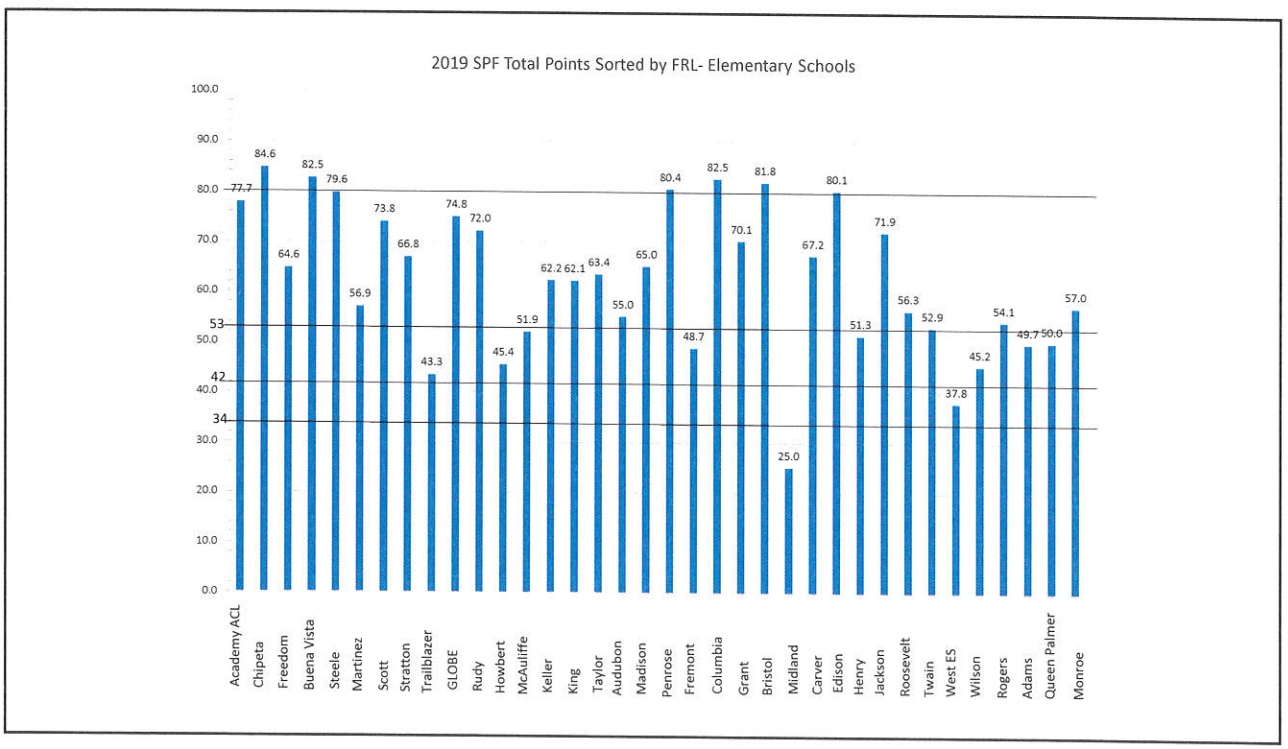

Middle School SPF Total Points
Achievement
Growth
2016
2017
2018
2019
Galileo
Holmes
Jenkins
Mann
North
Russell
Sabin
Swigert
West MS


Middle School SPF Total Points Differentials
Change 2016 to 2017
Change 2017 to 2018
Change 2018 to 2019
Galileo
Holmes
Jenkins
Mann
North
Russell
Sabin
Swigert
West MS


Middle School SPF Academic Points Differentials
Change from 2016 to 2017
Change from 2017 to 2018
Change from 2018 to 2019
15
10
5
0
-5
-10
-3.2
-2.2
2.6
2.7
-0.3
-0.6
-1.2
0
0.8
-5.3
5.6
-0.6
-1
2.5
-0.3
0
-0.2
0.6
-1.1
0.5
0.8
-7.4
0
7.5
-3.8
11.5
-3
Galileo
Holmes
Jenkins
Mann
North
Russell
Sabin
Swigert
West MS


Middle School SPF Growth Points Differentials
Change from 2016 to 2017
Change from 2017 to 2018
Change from 2018 to 2019
30
25
20
15
10
5
0
-5
-10
-15
-20
-4.9
-1.6
-2.1
9.3
1.3
-2
-7.6
-0.6
15.7
-15
7.5
7.5
-10.7
24.1
-2.7
21.2
-11.5
-1.6
-14.2
12.1
1.6
-5.6
-4.6
11.8
-13.6
15.6
0
Galileo
Holmes
Jenkins
Mann
North
Russell
Sabin
Swigert
West MS


Percentage of Free and Reduced Lunch Students - Elementary Schools
100
90
80
70
60
50
40
30
20
10
0
15
18
22
23
24
35
37
40
45
49
49
50
56
57
60
60
62
63
64
66
70
70
73
76
79
79
81
82
82
84
84
86
87
89
89
90
Academy ACL
Chipeta
Freedom
Buena Vista
Steele
Martinez
Scott
Stratton
Trailblazer
GLOBE
Rudy
Howbert
McAuliffe
Keller
King
Taylor
Audubon
Madison
Penrose
Fremont
Columbia
Grant
Bristol
Midland
Carver
Edison
Henry
Jackson
Roosevelt
Twain
West ES
Wilson
Rogers
Adams
Queen Palmer
Monroe


2019 SPF Total Points Sorted by FRL- Elementary Schools
100.0
90.0
80.0
70.0
60.0
53
50.0
42
40.0
34
30.0
20.0
10.0
0.0
77.7
84.6
64.6
82.5
79.6
56.9
73.8
66.8
43.3
74.8
72.0
45.4
51.9
62.2
62.1
63.4
55.0
65.0
80.4
48.7
82.5
70.1
81.8
25.0
67.2
80.1
51.3
71.9
56.3
52.9
37.8
45.2
54.1
49.7
50.0
57.0
Academy ACL
Chipeta
Freedom
Buena Vista
Steele
Martinez
Scott
Stratton
Trailblazer
GLOBE
Rudy
Howbert
McAuliffe
Keller
King
Taylor
Audubon
Madison
Penrose
Fremont
Columbia
Grant
Bristol
Midland
Carver
Edison
Henry
Jackson
Roosevelt
Twain
West ES
Wilson
Rogers
Adams
Queen Palmer
Monroe

COLORADO
Department of Education

DISTRICT CMAS GROWTH REPORT

1010: COLORADO SPRINGS 11

Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize more traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. Under the Colorado Growth Model, growth percentiles are calculated by analyzing English Language Arts and Math scores over consecutive years of the Colorado Measures of Academic Success (CMAS) assessments. A student's growth percentile (ranging from 1 to 99) indicates how his or her performance changed over time relative to students with similar score histories. Growth percentiles are independent of achievement levels, so all students have an equal chance of achieving high growth.

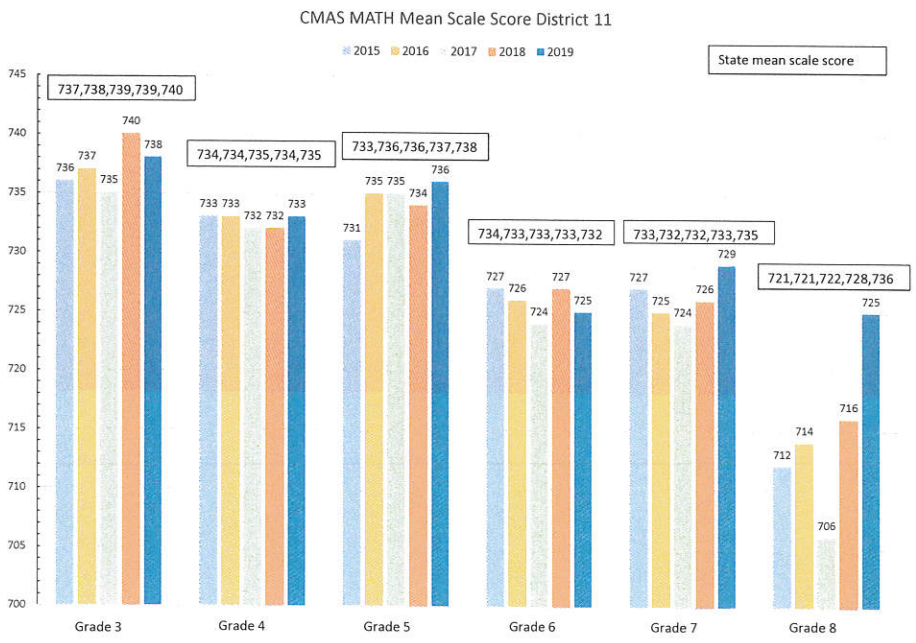
Median Growth Percentiles (MGPs) are used to represent growth outcomes for schools and districts. An MGP represents the mid-point of the distribution of all of the individual growth percentiles obtained by students within a particular group. This report shows MGPs for entire schools and districts, as well as for distinct grade levels and for different student groups. In general, higher MGPs indicate higher growth rates for the students in the designated group. State-level MGPs are presented along with school and district results as a point of reference. Typically, the state MGP for any group will be 50, though it may sometimes vary. Blank cells in the data table reflect cases where fewer than 20 student growth percentiles were available for the group; the MGPs are not shown in order to ensure privacy and to discourage inappropriate inferences about group performance. For additional resources, including PSAT/SAT growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

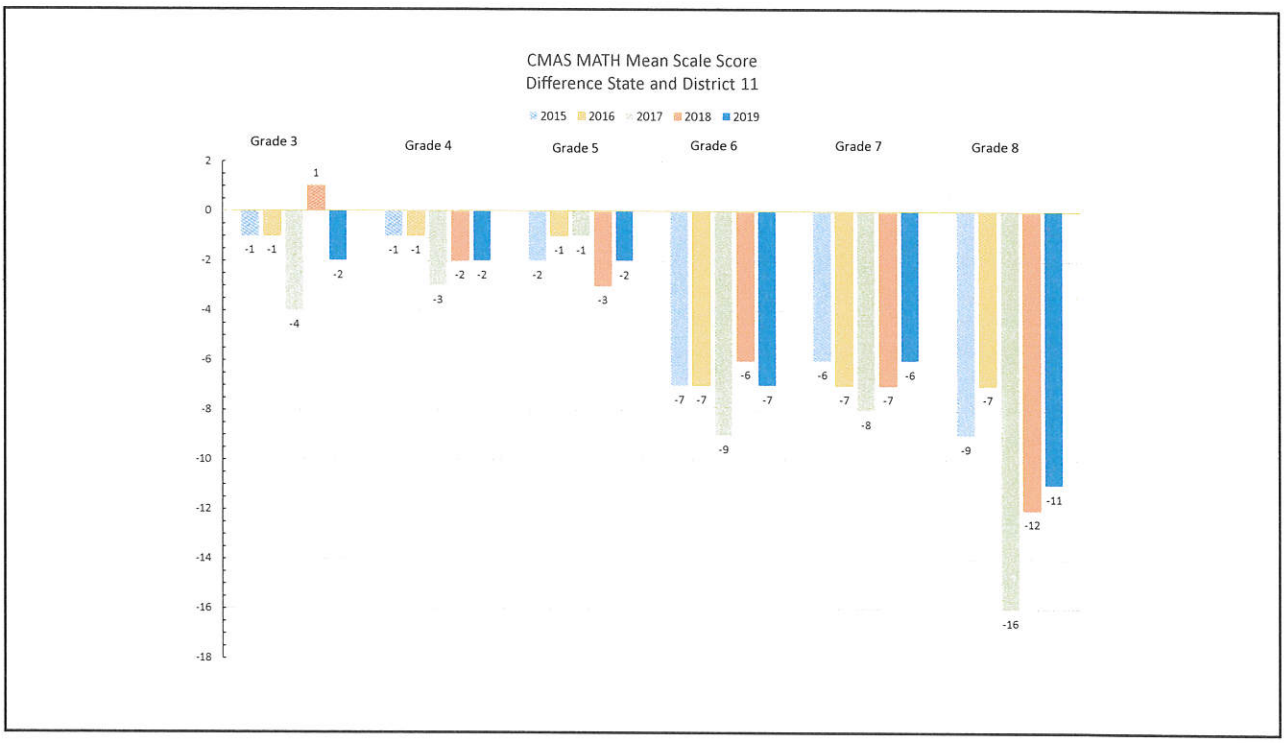
Median Growth Percentile
1.0 — 50.0 — 99.0

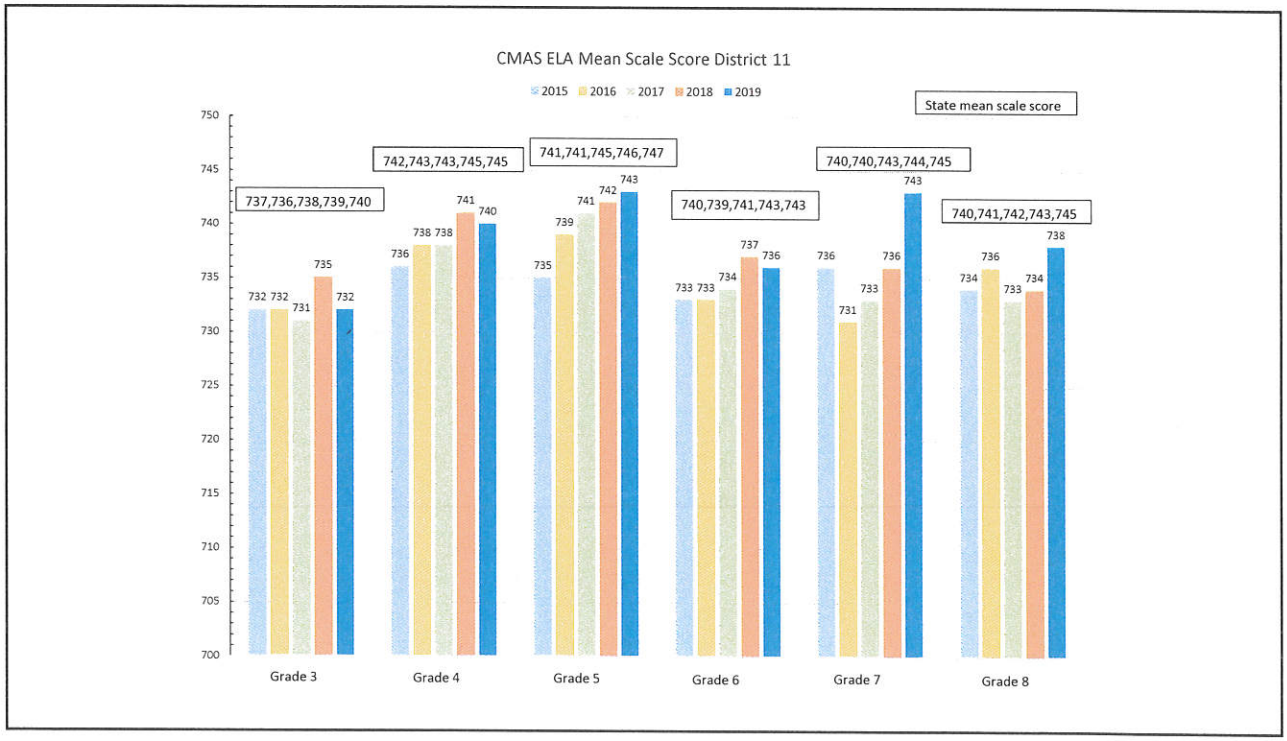
		ENGLISH LANGUAGE ARTS						MATH					
		District			State			District			State		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
ALL STUDENTS	All Students	43.0	49.0	50.0	50.0	50.0	50.0	42.0	47.0	48.0	50.0	50.0	50.0
GRADE LEVEL	04	44.0	50.0	46.0	50.0	50.0	50.0	43.0	53.0	48.0	50.0	50.0	50.0
	05	49.0	48.0	49.0	50.0	50.0	50.0	50.0	51.0	54.5	50.0	50.0	50.0
	06	42.0	44.0	47.0	50.0	50.0	50.0	31.0	40.0	42.0	50.0	50.0	50.0
	07	41.0	50.0	56.0	50.0	50.0	50.0	44.0	46.0	45.0	50.0	50.0	50.0
	08	46.0	51.0	53.0	50.0	50.0	50.0	40.0	43.0	49.0	51.0	50.0	50.0
	09	38.0			50.0			42.0			50.0		
ENGLISH LEARNERS	English Learners	42.0	48.0	52.0	51.0	50.0	50.0	43.0	45.0	47.0	49.0	48.0	50.0
	Non-English Learners	44.0	49.0	50.0	50.0	50.0	50.0	42.0	47.0	48.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	41.0	47.0	47.0	48.0	47.0	47.0	40.0	45.0	46.0	46.0	46.0	47.0
	Non-FRL	47.0	51.0	54.0	52.0	52.0	52.0	45.0	49.0	50.0	53.0	53.0	52.0
GENDER	Female	48.0	52.0	54.0	55.0	54.0	53.0	41.0	46.0	47.0	50.0	50.0	51.0
	Male	40.0	46.0	47.0	46.0	46.0	47.0	43.0	47.0	48.0	50.0	50.0	49.0
GIFTED	Gifted and Talented	52.0	58.5	59.0	58.0	59.0	58.0	52.0	58.0	57.0	58.0	59.0	58.0
	Non-Gifted and Talented	42.0	47.0	49.0	49.0	49.0	49.0	41.0	45.0	46.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	39.0	42.0	41.0	41.0	42.0	43.0	37.0	43.0	43.0	43.0	43.0	44.0
	Non-IEP	44.0	49.0	51.0	51.0	51.0	51.0	42.0	47.0	48.0	51.0	51.0	51.0
MIGRANT	Migrant				49.0	47.0	45.0				47.0	43.0	46.0
	Non-Migrant	43.0	49.0	50.0	50.0	50.0	50.0	42.0	47.0	48.0	50.0	50.0	50.0
MINORITY	Minority	42.0	47.0	47.0	49.0	48.0	48.0	40.0	44.0	46.0	48.0	48.0	48.0
	Non-Minority	45.0	50.0	53.0	51.0	51.0	52.0	44.0	49.0	49.0	52.0	52.0	52.0
PERFORMANCE LEVEL	At or Above Benchmark	43.0	48.0	50.0	50.0	50.0	50.0	40.0	46.0	47.0	50.0	50.0	50.0
	Below Benchmark	44.0	49.0	50.0	50.0	50.0	50.0	43.0	47.0	48.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native	39.5	51.0	54.5	46.0	46.0	48.0	32.5	56.0	58.0	45.0	48.0	48.0
	Asian	56.0	58.5	54.0	58.0	58.0	59.0	57.0	45.5	53.5	58.0	59.0	60.0
	Black	40.0	43.0	42.0	48.0	46.0	46.0	35.0	42.0	42.0	45.0	46.0	47.0
	Hispanic	41.0	48.0	47.0	48.0	48.0	47.0	39.0	44.0	46.0	47.0	47.0	47.0
	White	45.0	50.0	53.0	51.0	51.0	52.0	44.0	49.0	49.0	52.0	52.0	52.0
	Hawaiian/Pacific Islander	57.0	53.5	47.0	53.5	50.0	47.0	51.5	41.0	62.0	50.0	51.0	45.0
	Two or More Races	46.0	45.5	49.0	51.0	50.0	51.0	45.0	46.0	48.0	51.0	51.0	51.0

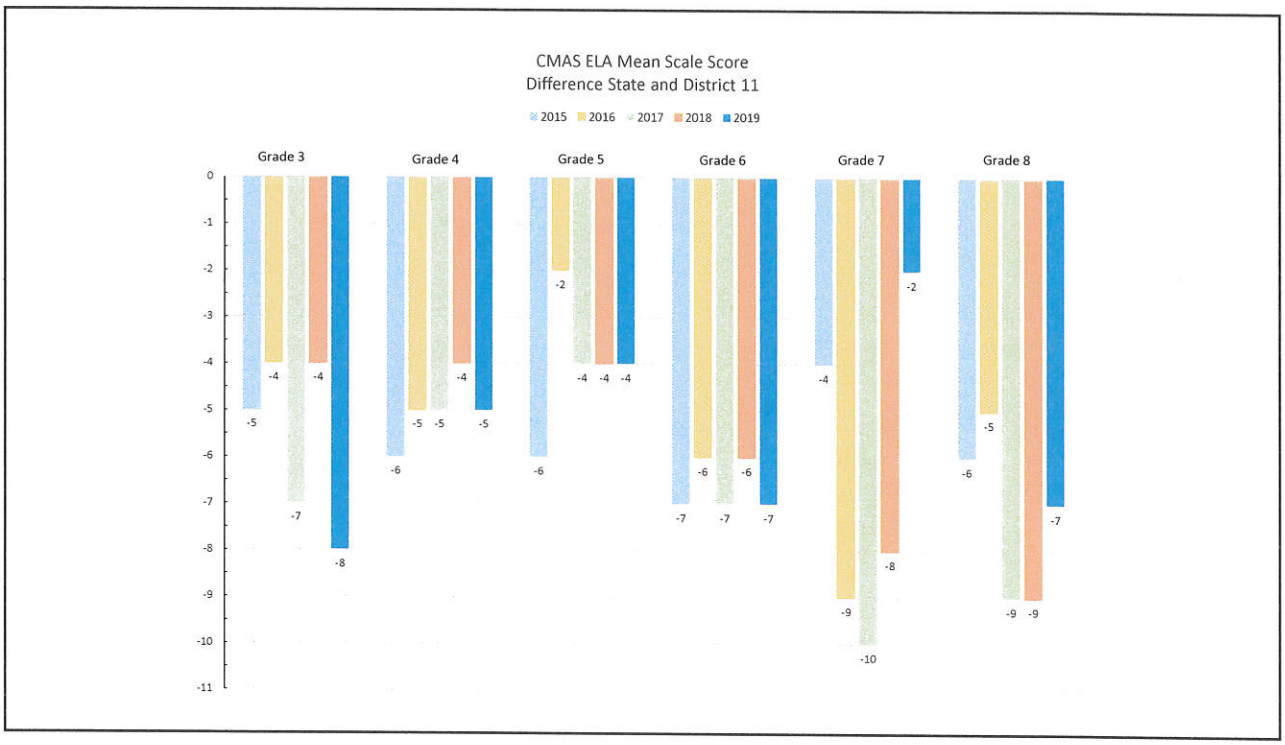
District CMAS Data

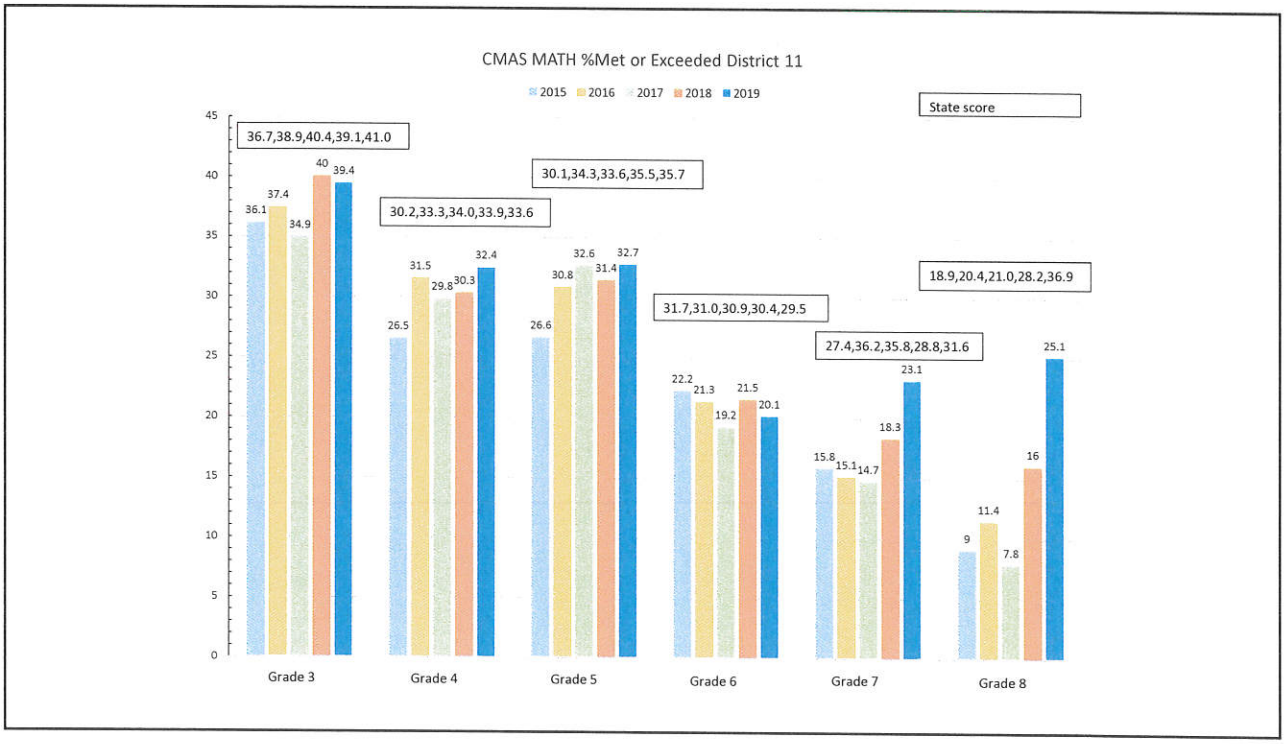
1. CMAS MATH Mean Scale Score D-11
2. CMAS MATH Mean Scale Score D-11 vs. State
3. CMAS ELA Mean Scale Score D-11
4. CMAS ELA Mean Scale Score D-11 vs. State
5. CMAS MATH % Met + Exceeded D-11
6. CMAS MATH % Met + Exceeded D-11 vs. State
7. CMAS ELA % Met + Exceeded D-11
8. CMAS ELA % Met + Exceeded D-11 vs. State
9. CMAS MATH By Level D-11
10. CMAS MATH By Level D-11 vs. State
11. CMAS ELA By Level D-11
12. CMAS ELA By Level D-11 vs. State
13. SAT (Grade 11) D-11 vs. State
14. PSAT (Grade 10) D-11 vs. State
15. PSAT (Grade 9) D-11 vs. State
16. SAT (Grade 11) by D-11 School
17. SAT (Grade 11) by D-11 School vs. State
18. Science Mean Scale Score D-11
19. Science Mean Scale Score D-11 vs. State
20. Science % Met + Exceeded D-11
21. Science % Met + Exceeded D-11 vs. State
22. Median Growth Percentile Math D-11 vs. State
23. Median Growth Percentile ELA D-11 vs. State

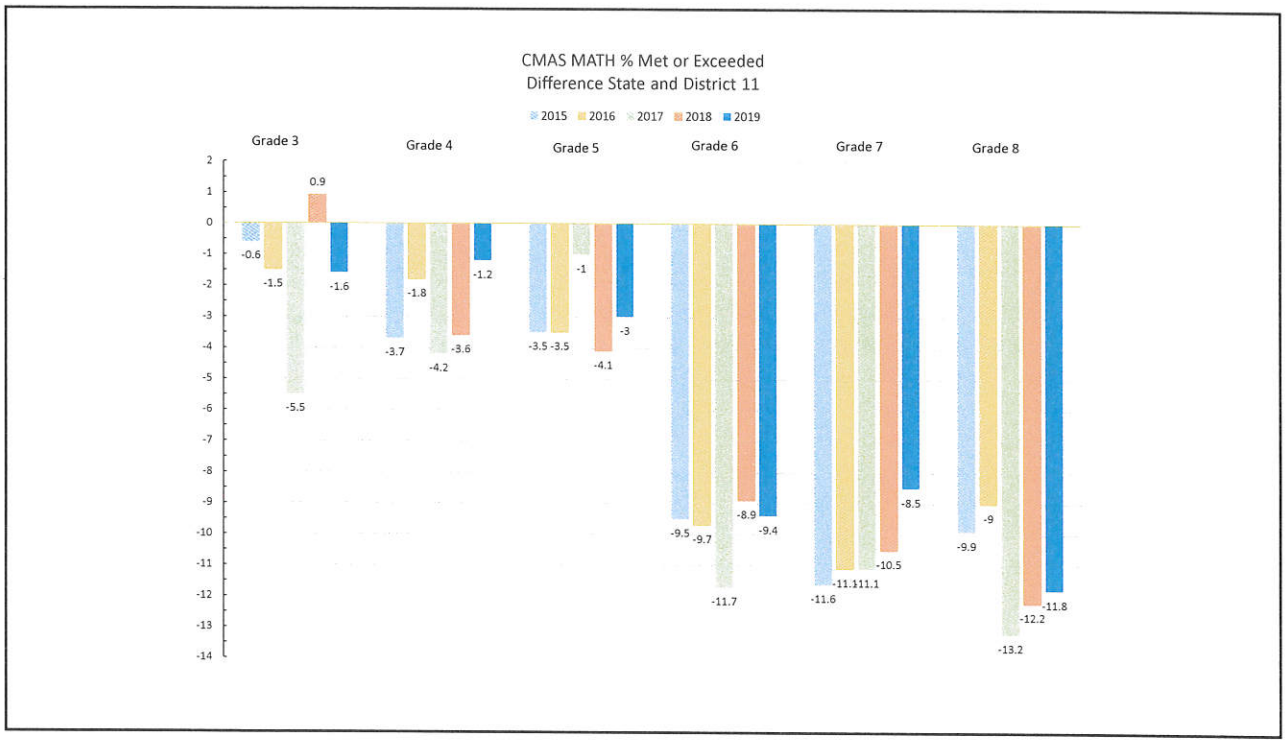


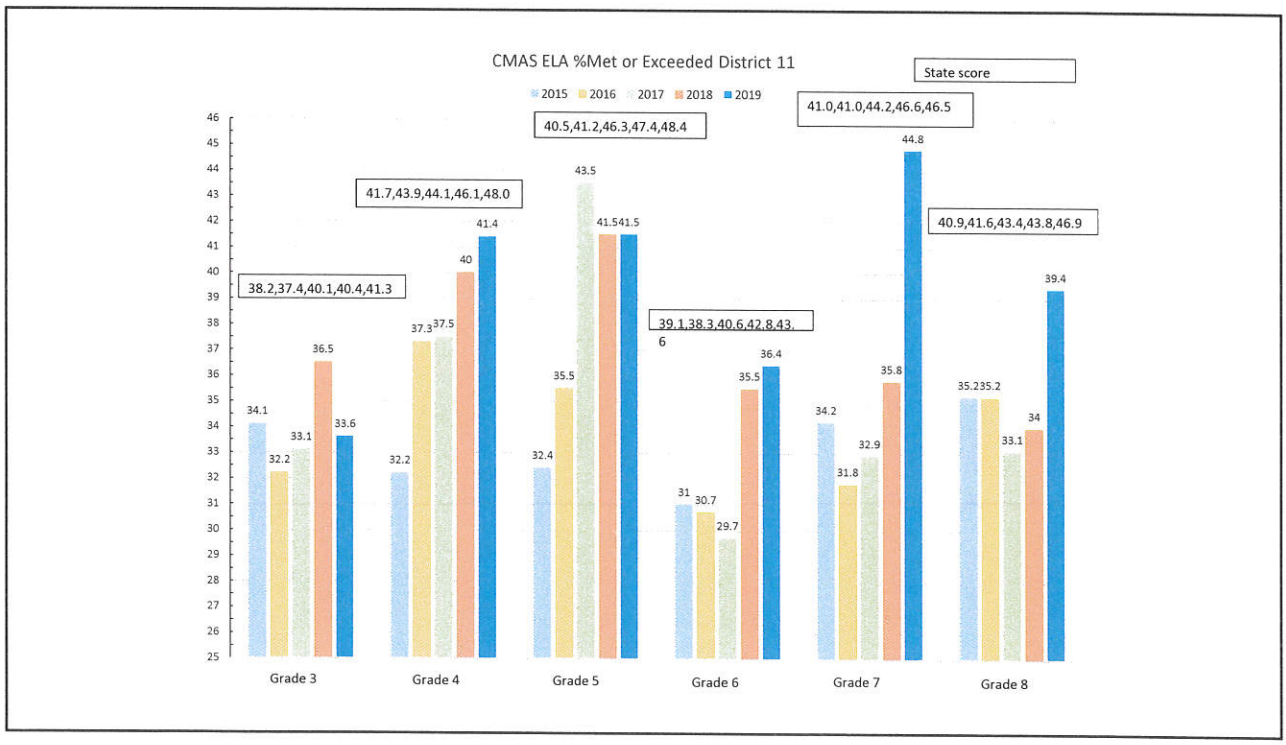

CMAS MATH Mean Scale Score
Difference State and District 11
2015 2016 2017 2018 2019
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
2
0
-2
-4
-6
-8
-10
-12
-14
-16
-18
-1 -1 -4 1 -2
-1 -1 -3 -2 -2
-2 -1 -1 -3 -2
-7 -7 -9 -6 -7
-6 -7 -8 -7 -6
-9 -7 -16 -12 -11

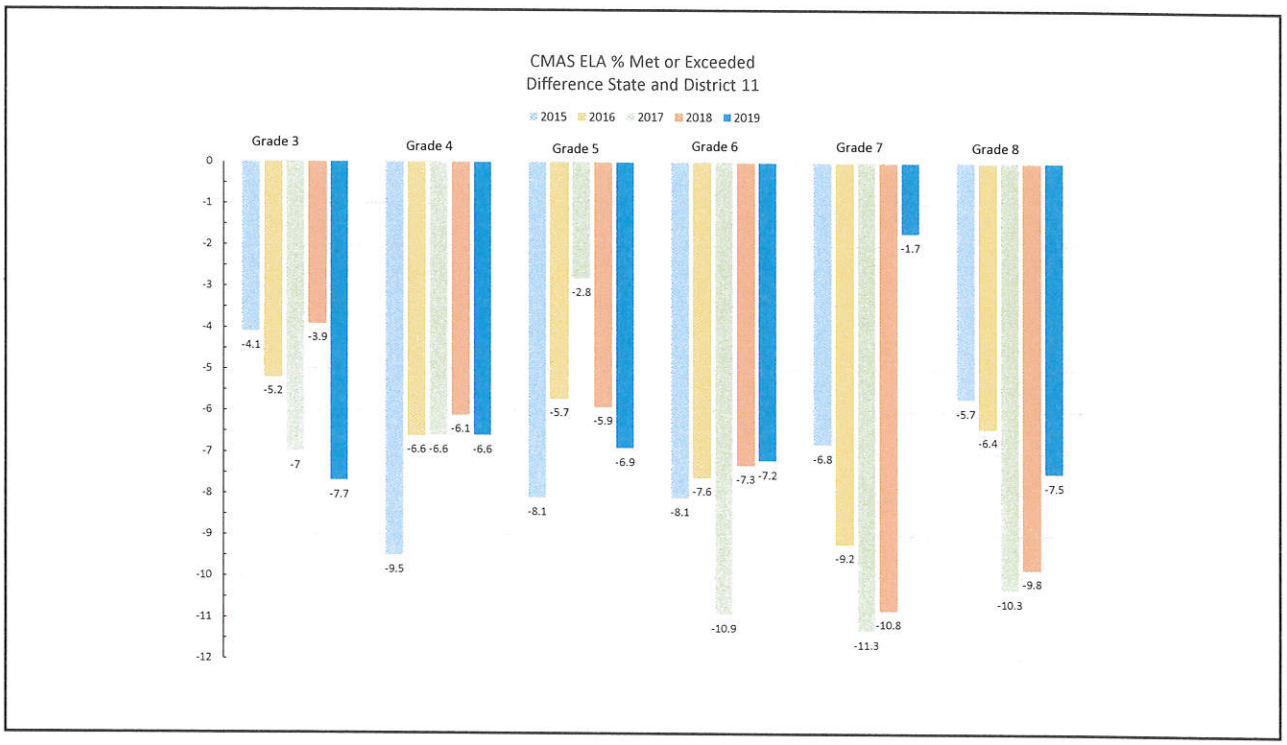

CMAS ELA Mean Scale Score District 11
2015 2016 2017 2018 2019
State mean scale score
737,736,738,739,740
742,743,743,745,745
741,741,745,746,747
740,739,741,743,743
740,740,743,744,745
740,741,742,743,745
750
745
740
735
730
725
720
715
710
705
700
732 732 731 735 732
736 738 738 741 740
735 739 741 742 743
733 733 734 737 736
736 731 733 736 743
734 736 733 734 738
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

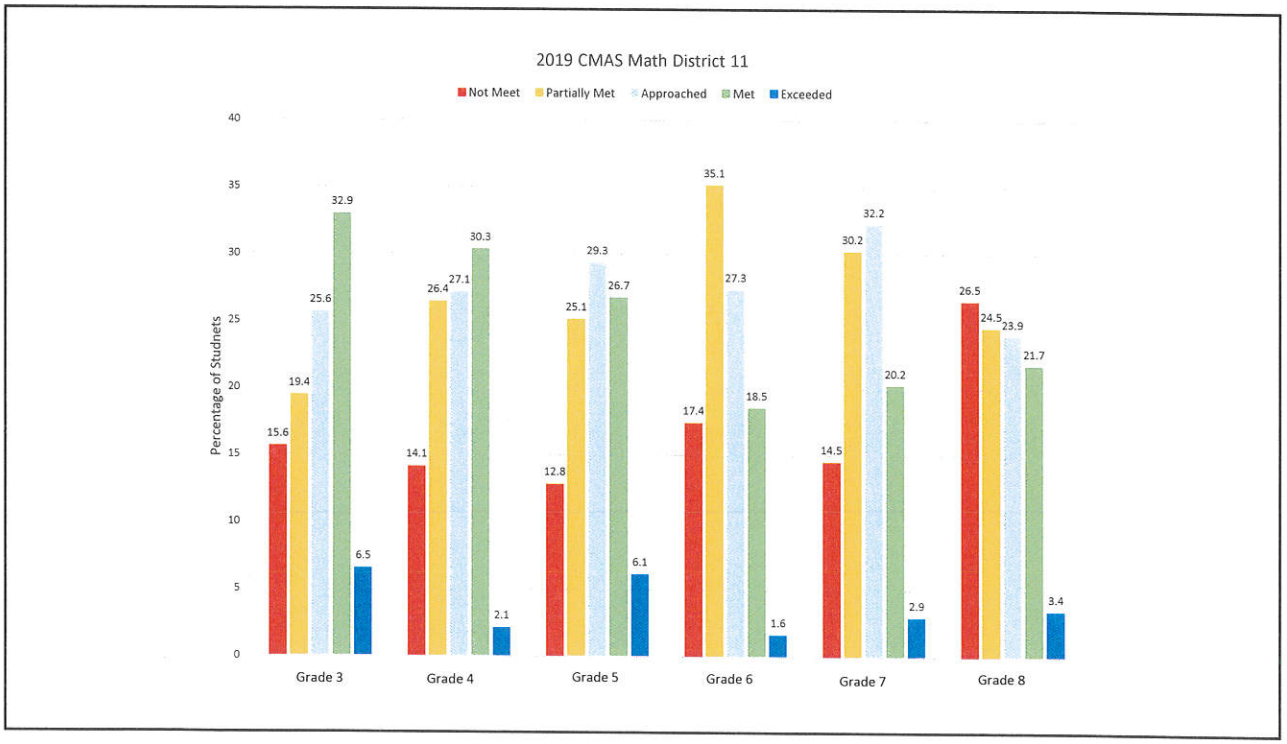

CMAS ELA Mean Scale Score
Difference State and District 11
2015 2016 2017 2018 2019
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10
-11
-5 -4 -7 -4 -8
-6 -5 -5 -4 -5
-6 -2 -4 -4 -4
-7 -6 -7 -6 -7
-4 -9 -10 -8 -2
-6 -5 -9 -9 -7

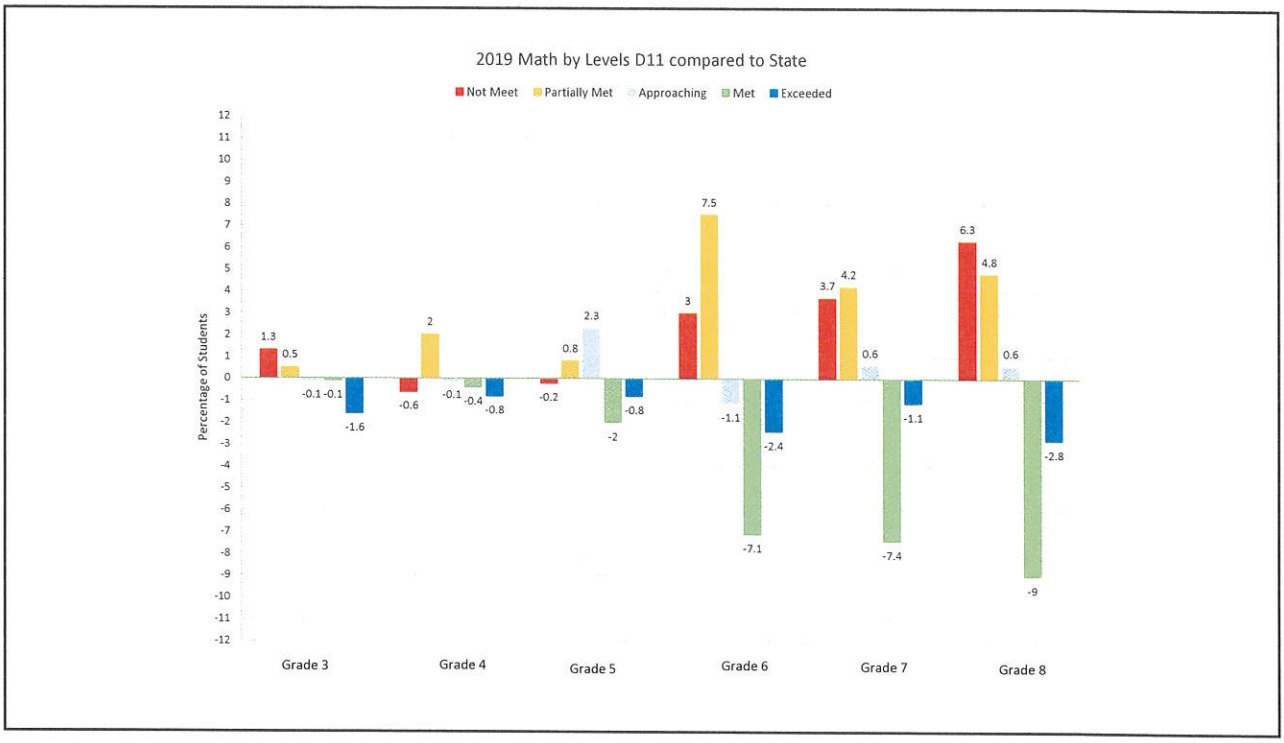

CMAS MATH %Met or Exceeded District 11
2015 2016 2017 2018 2019
State score
36.7,38.9,40.4,39.1,41.0
30.1,34.3,33.6,35.5,35.7
30.2,33.3,34.0,33.9,33.6
31.7,31.0,30.9,30.4,29.5
27.4,36.2,35.8,28.8,31.6
18.9,20.4,21.0,28.2,36.9
45
40
35
30
25
20
15
10
5
0
36.1 37.4 34.9 40 39.4
26.5 31.5 29.8 30.3 32.4
26.6 30.8 32.6 31.4 32.7
22.2 21.3 19.2 21.5 20.1
15.8 15.1 14.7 18.3 23.1
9 11.4 7.8 16 25.1
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

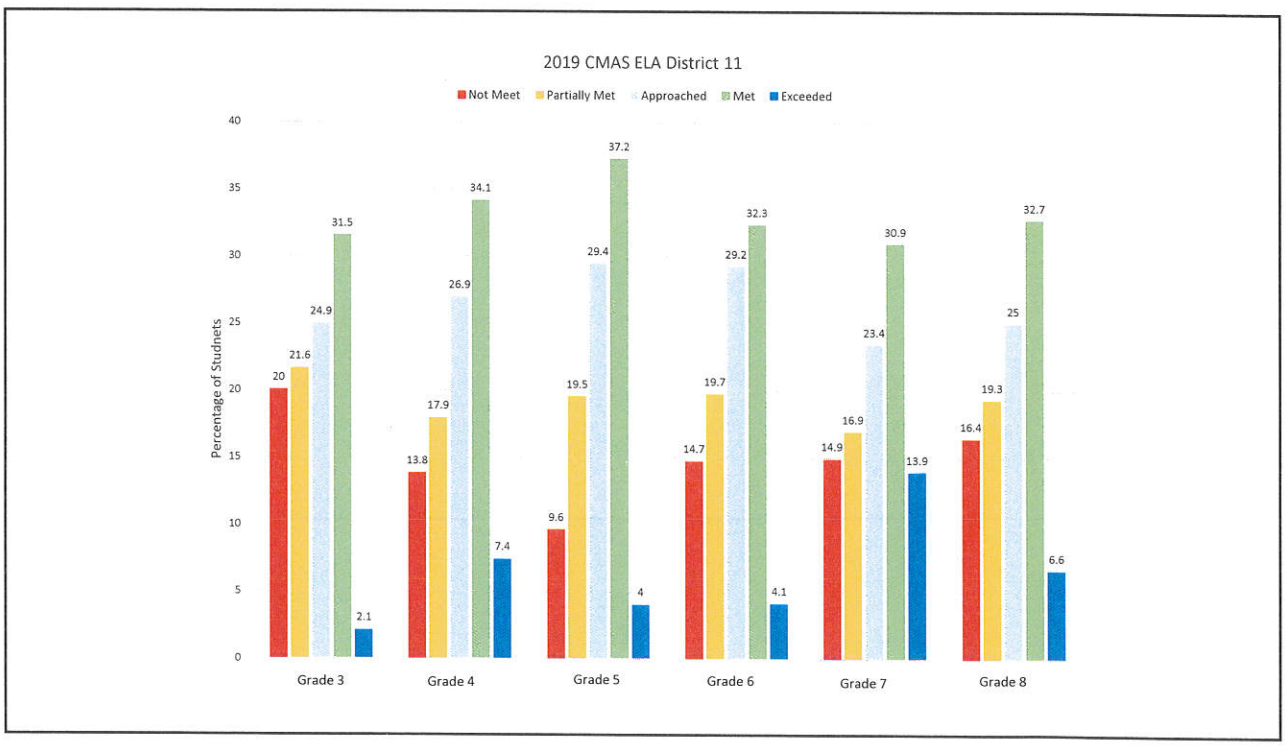

CMAS MATH % Met or Exceeded
Difference State and District 11
2015 2016 2017 2018 2019
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
-0.6
-1.5
-5.5
0.9
-1.6
-3.7
-1.8
-4.2
-3.6
-1.2
-3.5
-3.5
-1
-4.1
-3
-9.5
-9.7
-11.7
-8.9
-9.4
-11.6
-11.1
-11.1
-10.5
-8.5
-9.9
-9
-13.2
-12.2
-11.8

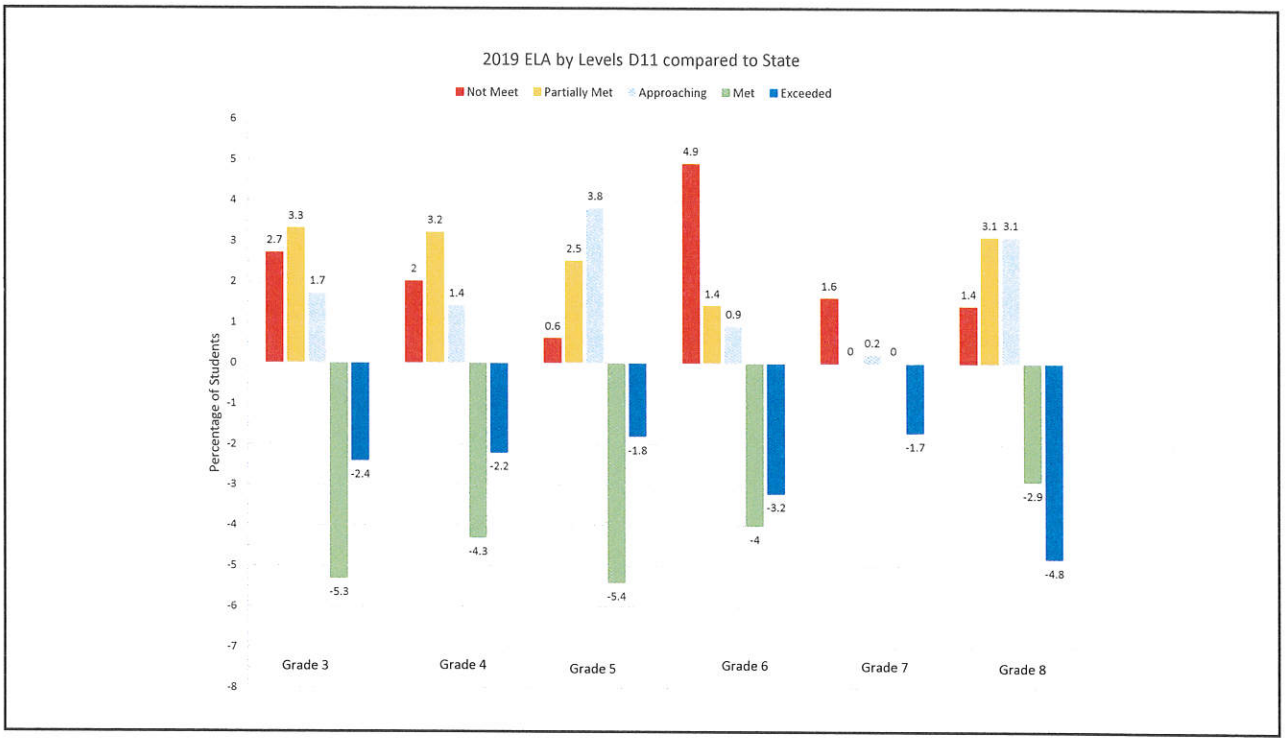

CMAS ELA %Met or Exceeded District 11
2015 2016 2017 2018 2019
State score
41.0,41.0,44.2,46.6,46.5
40.5,41.2,46.3,47.4,48.4
41.7,43.9,44.1,46.1,48.0
40.9,41.6,43.4,43.8,46.9
38.2,37.4,40.1,40.4,41.3
39.1,38.3,40.6,42.8,43.6
34.1
32.2
33.1
36.5
33.6
32.2
37.3
37.5
40
41.4
32.4
35.5
43.5
41.5
41.5
31
30.7
29.7
35.5
36.4
34.2
31.8
32.9
35.8
44.8
35.2
35.2
33.1
34
39.4
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

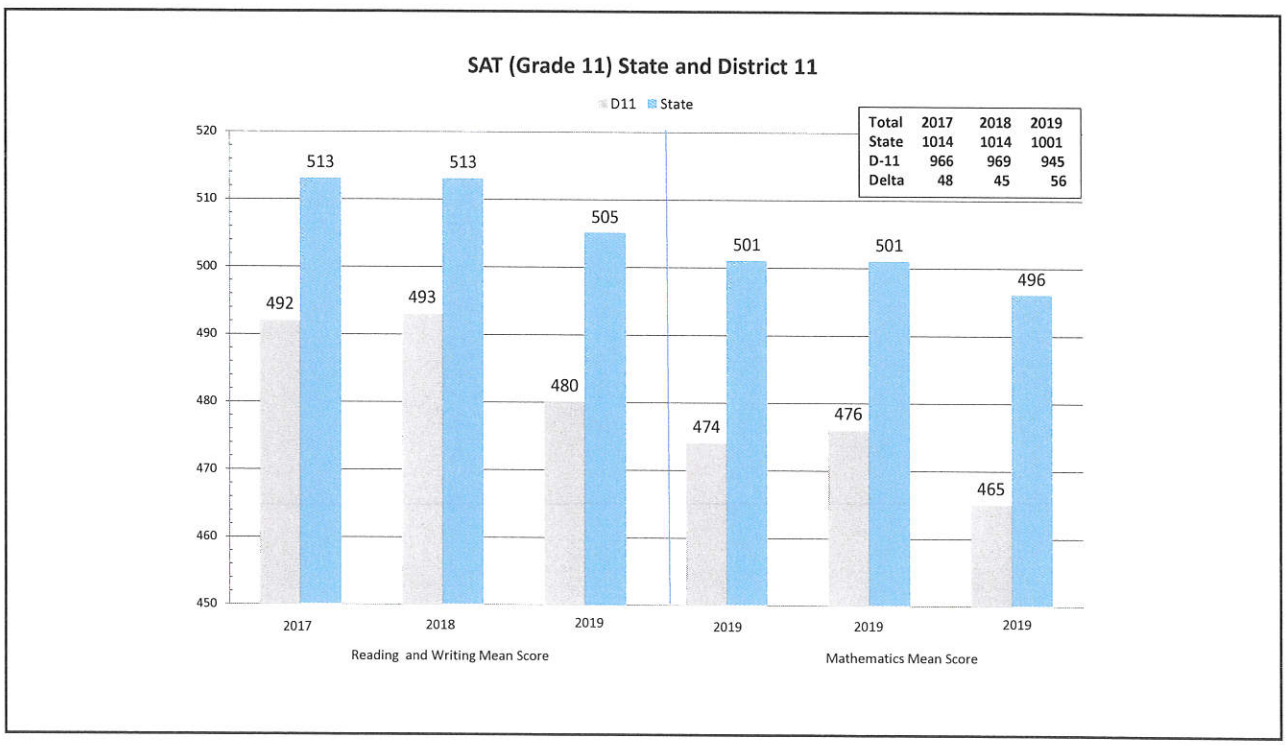

CMAS ELA % Met or Exceeded
Difference State and District 11
2015 2016 2017 2018 2019
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10
-11
-12
-4.1
-5.2
-7
-3.9
-7.7
-9.5
-6.6
-6.6
-6.1
-6.6
-8.1
-5.7
-2.8
-5.9
-6.9
-8.1
-7.6
-10.9
-7.3
-7.2
-6.8
-9.2
-11.3
-10.8
-1.7
-5.7
-6.4
-10.3
-9.8
-7.5


2019 CMAS Math District 11
Not Meet
Partially Met
Approached
Met
Exceeded
Percentage of Studnets
40
35
30
25
20
15
10
5
0
15.6
19.4
25.6
32.9
6.5
14.1
26.4
27.1
30.3
2.1
12.8
25.1
29.3
26.7
6.1
17.4
35.1
27.3
18.5
1.6
14.5
30.2
32.2
20.2
2.9
26.5
24.5
23.9
21.7
3.4
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

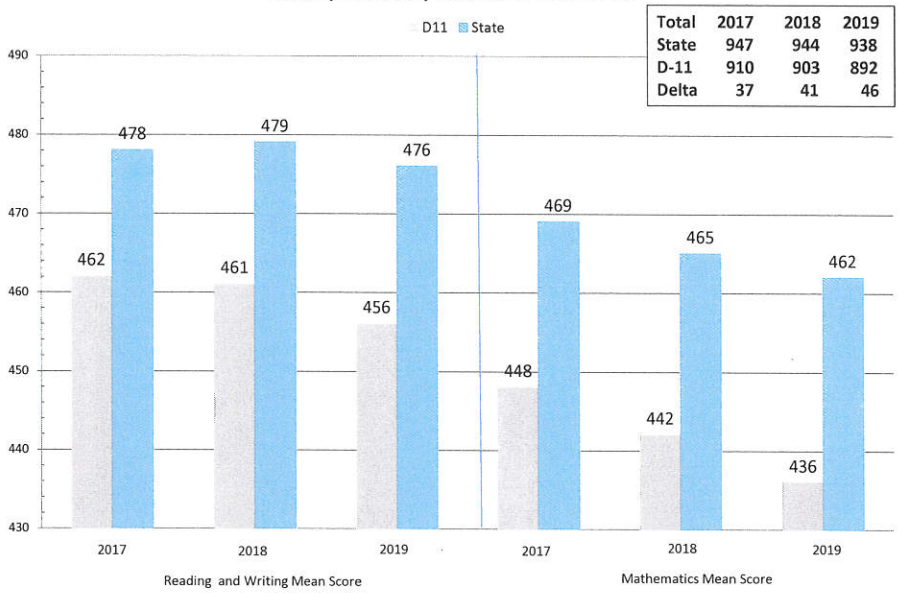

2019 Math by Levels D11 compared to State
Not Meet
Partially Met
Approaching
Met
Exceeded
Percentage of Students
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8


2019 CMAS ELA District 11
Not Meet
Partially Met
Approached
Met
Exceeded
Percentage of Studnets
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8


2019 ELA by Levels D11 compared to State
Not Meet
Partially Met
Approaching
Met
Exceeded
Percentage of Students
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

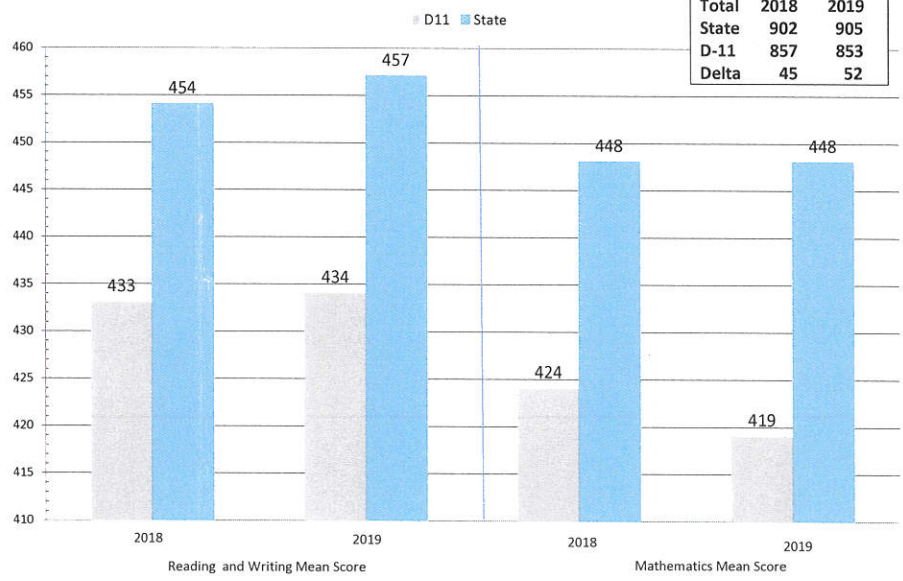

SAT (Grade 11) State and District 11
D11
State
Total 2017 2018 2019
State 1014 1014 1001
D-11 966 969 945
Delta 48 45 56
Reading and Writing Mean Score
Mathematics Mean Score

PSAT (Grade 10) State and District 11

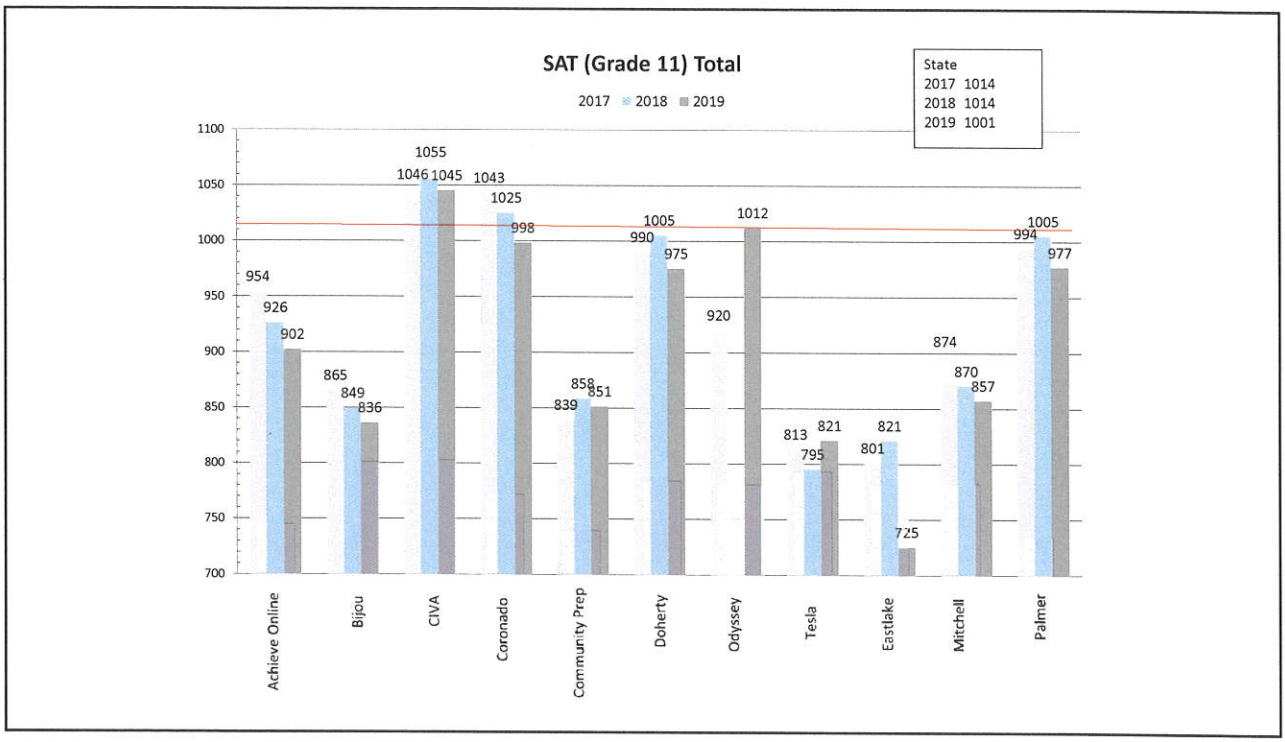


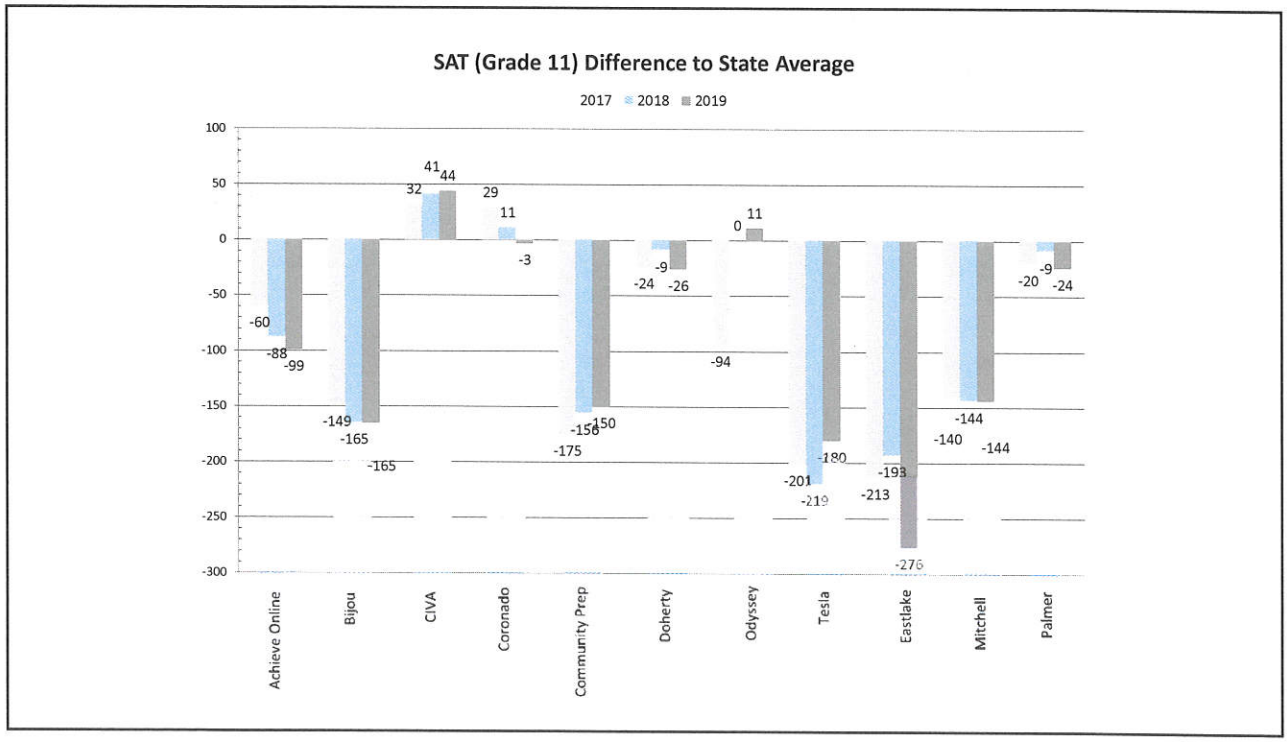
Total	2017	2018	2019
State	947	944	938
D-11	910	903	892
Delta	37	41	46

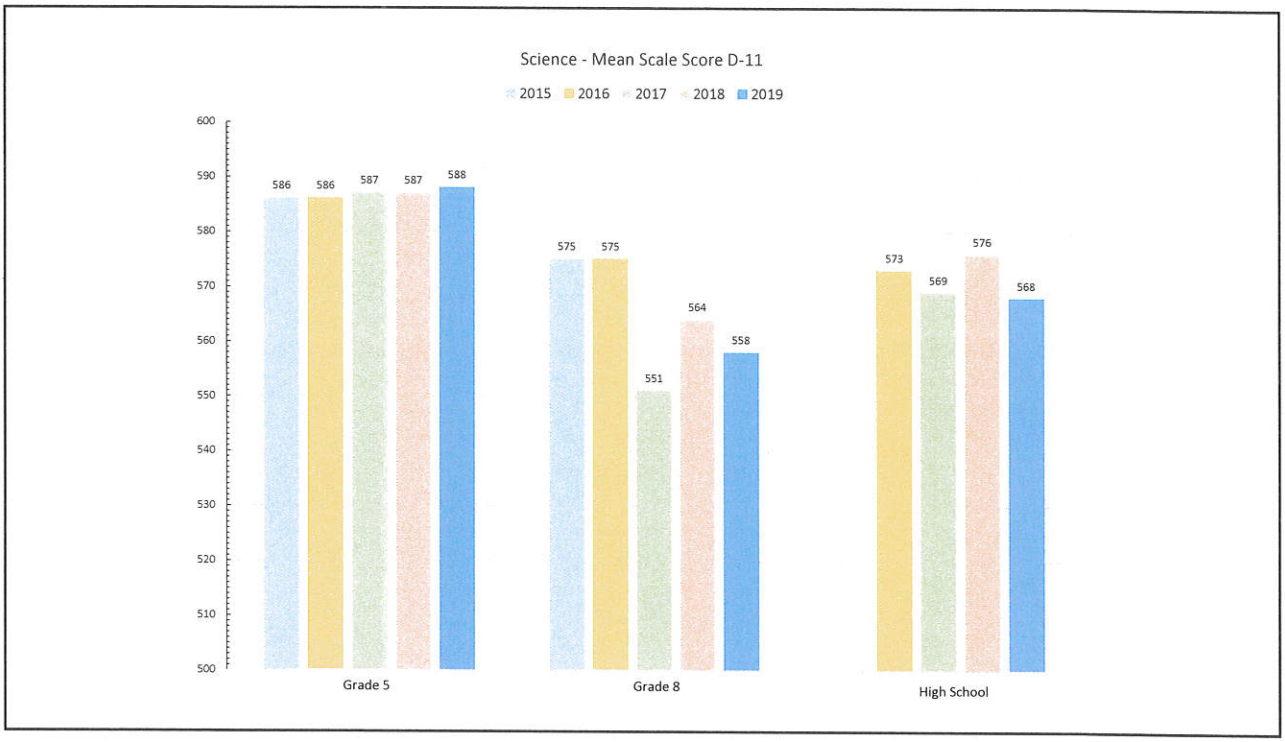
PSAT (Grade 9) State and District 11

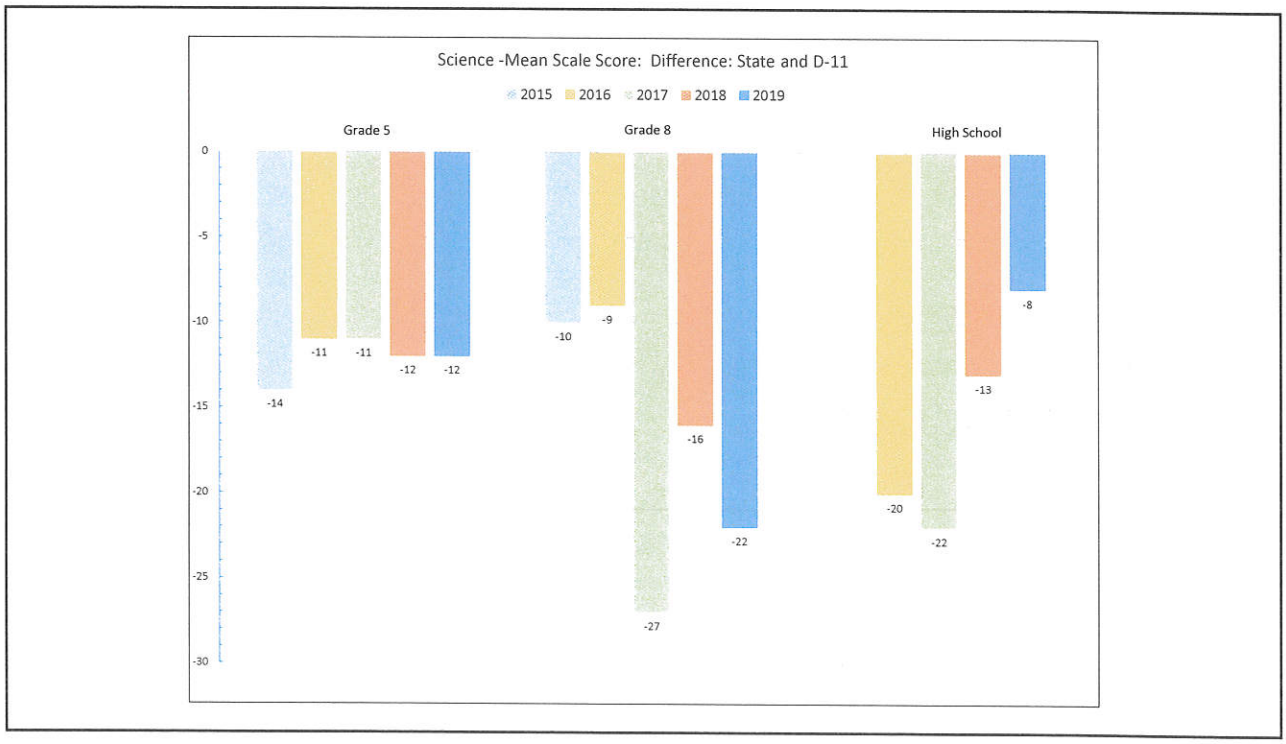


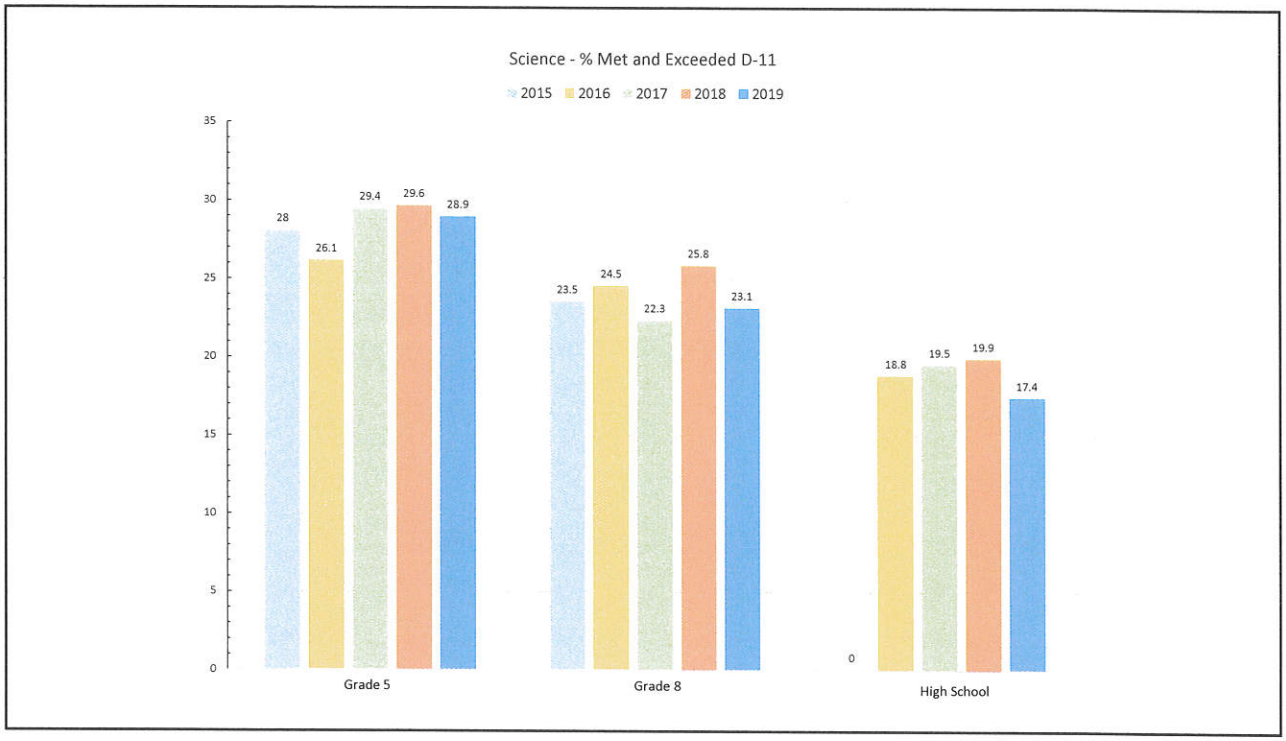
Total	2018	2019
State	902	905
D-11	857	853
Delta	45	52

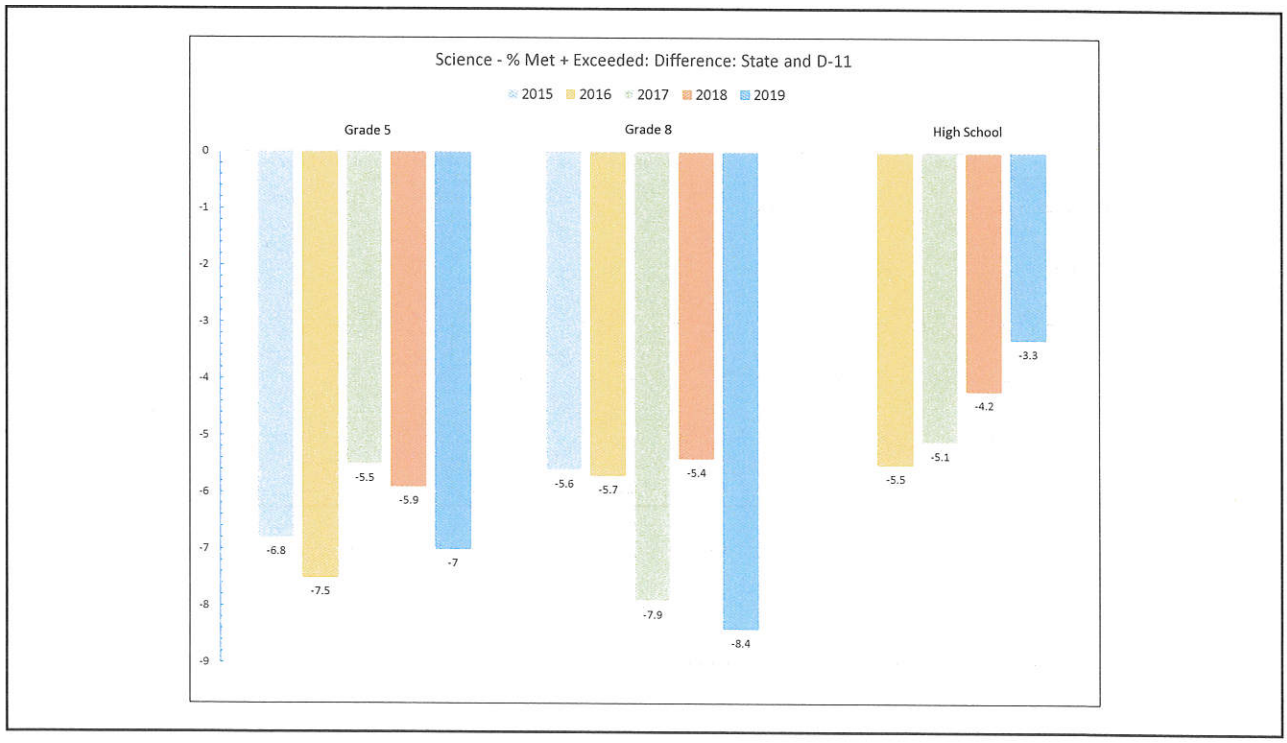

SAT (Grade 11) Total
2017 2018 2019
State
2017 1014
2018 1014
2019 1001
1100
1050
1000
950
900
850
800
750
700
954
926
902
865
849
836
1055
1046
1045
1043
1025
998
839
858
851
1005
990
975
920
1012
813
795
821
821
801
725
874
870
857
1005
994
977
Achieve Online
Bijou
CIVA
Coronado
Community Prep
Doherty
Odyssey
Tesla
Eastlake
Mitchell
Palmer

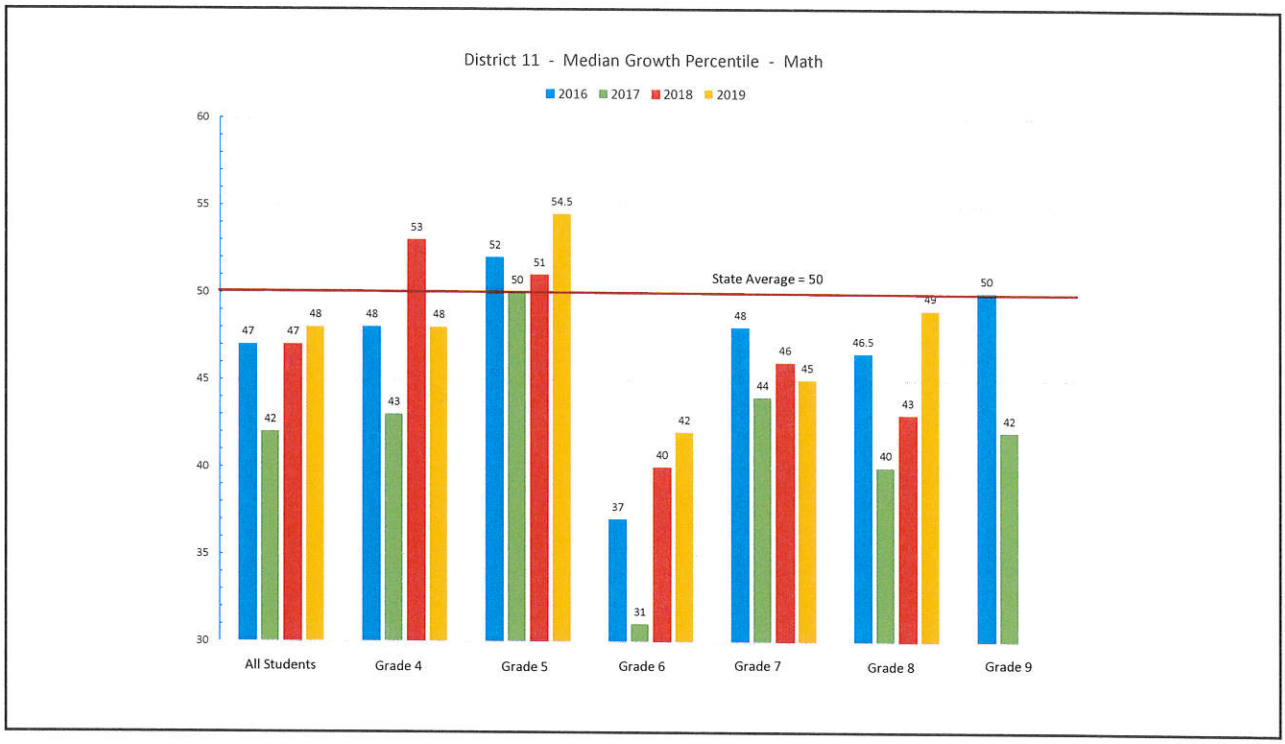

SAT (Grade 11) Difference to State Average
2017 2018 2019
100
50
0
-50
-100
-150
-200
-250
-300
-60
-88
-99
-149
-165
-165
32
41
44
29
11
-3
-175
-156
-150
-24
-9
-26
-94
0
11
-201
-219
-180
-213
-193
-276
-144
-140
-144
-20
-9
-24
Achieve Online
Bijou
CIVA
Coronado
Community Prep
Doherty
Odyssey
Tesla
Eastlake
Mitchell
Palmer

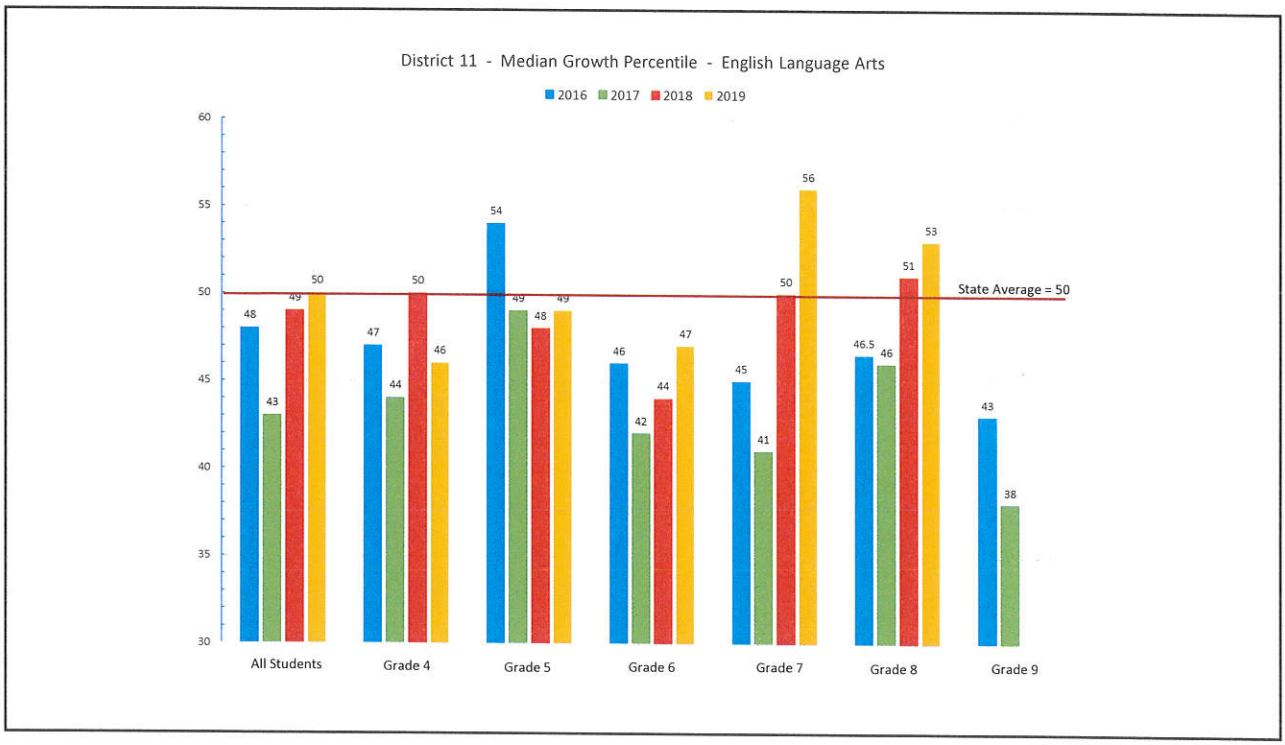

Science - Mean Scale Score D-11
2015 2016 2017 2018 2019
600
590
580
570
560
550
540
530
520
510
500
586 586 587 587 588
575 575 551 564 558
573 569 576 568
Grade 5
Grade 8
High School


Science -Mean Scale Score: Difference: State and D-11
2015 2016 2017 2018 2019
Grade 5
Grade 8
High School
0
-5
-10
-15
-20
-25
-30
-14 -11 -11 -12 -12
-10 -9 -27 -16 -22
-20 -22 -13 -8


Science - % Met and Exceeded D-11
2015 2016 2017 2018 2019
35
30
25
20
15
10
5
0
28
26.1
29.4
29.6
28.9
23.5
24.5
22.3
25.8
23.1
0
18.8
19.5
19.9
17.4
Grade 5
Grade 8
High School


Science - % Met + Exceeded: Difference: State and D-11
2015 2016 2017 2018 2019
Grade 5
Grade 8
High School
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-6.8
-7.5
-5.5
-5.9
-7
-5.6
-5.7
-7.9
-5.4
-8.4
-5.5
-5.1
-4.2
-3.3


District 11 - Median Growth Percentile - Math
2016 2017 2018 2019
60
55
50
45
40
35
30
State Average = 50
47 42 47 48
48 43 53 48
52 50 51 54.5
37 31 40 42
48 44 46 45
46.5 40 43 49
50 42
All Students
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9


District 11 - Median Growth Percentile - English Language Arts
2016 2017 2018 2019
60
55
50
45
40
35
30
State Average = 50
48 43 49 50
47 44 50 46
54 49 48 49
46 42 44 47
45 41 50 56
46.5 46 51 53
43 38
All Students
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9

Colorado Springs School District 11

SCHOOL ACCOUNTABILITY COMMITTEE (SAC) TRAINING

When:
September 26, 2019
6pm – 8pm

Where:
Tesla Professional Development Center – room 116/129
(2560 International Circle)

LIGHT REFRESHMENTS WILL BE SERVED

PLEASE RSVP TO TRUDY TOOL WITH NUMBER OF PEOPLE ATTENDING FROM YOUR SCHOOL - TRUDY.TOOL@D11.ORG

CHILD CARE WILL BE PROVIDED FOR CHILDREN AGES PRESCHOOL TO 12

Highly recommended for SAC Chairs/members, school administrators, and DAC members

Open to all parents and community members

TRAINING WILL PROVIDE:

- **A MESSAGE FROM SUPERINTENDENT THOMAS**
- **TESTIMONIALS**
- **BREAK-OUT SESSIONS (CHOOSE ONE):**
  - SAC 101
  - How does School Performance Framework (SPF) drive your USIP?
  - **Family Learning Institute** – Families as Partners - Promoting Schools
- **SAC BREAK-OUT CONVERSATIONS**

SAC Chair Information from Schools
2019-20

School	Name	Email	Phone #	Meeting Dates
Adams: SAC Chair	Cathy Van de Casteele	cathyvande@gmail.com;	719-440-3533	Last Friday of the month, 8:00 – 9:00am
Audubon: SAC Chair	Amanda Salmons	musecomics@gmail.com;	719-661-4497	4:30 – 5:30pm (9/17, 11/19, 1/21, 3/16)
Bristol: SAC Chair	Steve Handen	Stephen612001@yahoo.com;	719-630-8078	9/13, 12/6, 2/28, 5/8
Buena Vista: SAC Chair	Vicky McLaughlin	Vmclaughlin1013@gmail.com;	719-633-2850	2nd Tuesday of the month @ 9:00am (9/10, 10/8, 11/5, 12/10, 1/14, 2/11, 3/17, 4/14, 5/12)
Carver: SAC Chair	Rebekah Gunderson	gundersonr@gmail.com;	503-754-0679	1st Friday of the month, 8:00 – 8:45am
Chipeta: SAC Chair	Amanda Obringer	amandaobringer@gmail.com;	937-367-2343	5:15 – 6:15pm (9/10, 10/1, 11/5, 1/14, 2/4, 3/3, 4/7)
Columbia: SAC Chair	Jill Wrights Blythe Hunt April Kieu	Cjw01@q.com; blytheleanne@gmail.com; aakieu@hotmail.com;	719-351-2105	9/10/19, 11/12/19, 2/11/20, 4/7/20 all at 1:00pm
Edison: SAC Chair	Cortney Sisneros	Cortneylove76@hotmail.com;	719-659-9568	SAC/PTA meeting 2nd Monday of each month, 2:45 – 4:00pm
Freedom: SAC Chair				1st SAC Meeting is on 9/19 – will have information after that
Fremont: SAC Chair	Jane Tucker	janemlazar@gmail.com;	719-344-9818	9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 4/14, 5/12
Grant: SAC Chair	Crystal Riese Linda Sanderson	Cologreeneyes81@comcast.com; Linda.sanderson.3.ctr@us.af.mil;	719-304-9567 719-321-8219	Quarterly (2nd Tuesday of the month), 5:00 – 6:00pm before PTA

SAC Chair Information from Schools
2019-20

School	Name	Email	Phone #	Meeting Dates
Henry: SAC Chair	Jaeleen Sisneros	Jae.sisneros15@gmail.com;	719-491-1821	9/12, 12/12, 2/13, 4/9
Howbert: SAC Chair	Erin Hobson	ehobson@cmzoo.org;	719-964-5530	2nd Thursday of the Month, 5:30-6:30pm (9/12/19, 11/14/19, 2/12/20, 5/14/20)
Jackson: SAC Chair	Cassandra Guimond (parent/tutor)	Cassandra.guimond@d11.org;	606-465-7149	1st Thursday of every month (combined with PTA)
Keller: SAC Chair	Emily Conner	Connerclan2003@gmail.com;		
King: SAC Chair	Lynn Guido	Lynn_guido@yahoo.com;	719-930-8115	2nd Monday of the month, 5:00pm
Madison: SAC Chair	Alan Briggs	alan@stayforth.com;	719-271-5866	Every 2nd Tuesday at 5:00pm
Martinez: SAC Chair	Chris Giovagnoni	giovagnoni@gmail.com;	720-427-0723	
McAuliffe: SAC Chair	No Chair yet – members are: Elizabeth Reynolds Realynn Bohart Terry Hernandez Megan Phillips R.J. Yeomans	 Elizabeth.reynolds@d11.org; realynnbohart@hotmail.com; terry.hernandez@d11.org; Megan.ragsdalephillips@gmail.com; Roy.j.yeomans@gmail.com;	 719-352-5995 719-464-0153	2:45 to 4:00pm, (9/10/19, 1/27/20, 4/2/20) All SAC Trainings are also on their schedule
Midland SAC Chair	Courtney Benson	Courtneyshoe12@gmail.com		9/27, 10/23, 11/22, 12/20, 1/31, 2/28, 3/20, 4/24
Monroe: SAC Chair	Tessa Dimatulac	Tessad1207@gmail.com;	719-246-7212	
Penrose SAC Chair	Krista Bruckner	tchrbruckner@gmail.com;	719-884-9962	TBD

SAC Chair Information from Schools
2019-20

School	Name	Email	Phone #	Meeting Dates
Queen Palmer: SAC Chair	Ashley Regehr	Ashley.regehr03@gmail.com;	719-306-5709	
Rogers: SAC Chair	Jennie Quichocho	jenniequichocho@gmail.com;	719-717-7509	9/9, 10/7, 11/11, 12/9, 1/13, 2/10, 3/9, 4/13, 5/11
Rudy: SAC Chair	Jenni King Katrina Hepner Ashley Waldron Kat Price	Jenniking2011@gmail.com; Trina0629@yahoo.com; liermanna@yahoo.com; katchowski@gmail.com;	719-985-7118 719-287-2002 954-857-6350 818-923-3383	9/19, 11/21, 1/16, 3/19, 5/14 Sharing SAC responsibilities
Scott: SAC Chair	Velvet Stepanek Jane Tucker Aaron Stoller Omar & Ashley Perez	vstepanek@msn.com; janemlazar@gmail.com;		
Steele: SAC Chair	Henry Watts	henryanderika@yahoo.com;	719-650-2526	2nd Wednesday of the month, 5:15 – 6:15pm
Stratton: SAC Chair	Nila Rickard	nilarickard@yahoo.com;	719-217-9409	
Taylor: SAC Chair	Billy Adams	Adams.bill@usa.net;	719-330-8154	2nd Tuesday of the month, 5:30pm
Trailblazer SAC Chair	Lisa Ruman	lisaruman@gmail.com;	719-661-6551	1st Friday of the month, 7:45 – 8-45am (exception in October – October 11 and January - January 10)
Twain: SAC Chair	Alysa Webb	opuswebb@gmail.com;	719-963-6708	1st one scheduled 9/30
West ES SAC Chair	Sarah Harbin	Momplustwo28@gmail.com;	719-930-1397	1st Tuesday of each month @ 3:30pm
Wilson: SAC Chair	Sue Buck	Sbuck521@gmail.com;	719-571-0132	10/11, 11/8, 12/6, 1/10, 2/14, 3/13, 4/10, 5/15 8:45 – 9:30am

SAC Chair Information from Schools
2019-20

Middle School

School	Name	Email	Phone #	Meeting Dates
Galileo: SAC Chair	Kristina North	Kristina.North@d11.org;	719-231-6084	TBD
Holmes: SAC Chair	Steph Carlson	Steph004@gmail.com;	719-287-1779	Usually 4th Friday, 7:30 – 8:45am (8/30, 9/27, 10/18, 11/22, 1/24, 2/28, 3/20, 4/24, 5/15)
Jenkins: SAC Chair	John Harding	J35l12@msn.com;	719-660-0288	2nd Wednesday of each month @ 9:00am in the media center
Mann: SAC Chair	Elizabeth Hudgens (possibly)			
North: SAC Chair	Nila Rickard Renee Bushman	Nilarickard@yahoo.com; Reneebushman4@gmail.com;		3rd Thursday, 5:00 – 6:00pm
Russell: SAC Chair	Dana Stinson	stinsonfly@gmail.com;		
Sabin: SAC Chair	Neil Pettigrew	Neil70retiredpet@gmail.com;		1st Monday each month, 6:00 – 7:30pm
Swigert: SAC Chair	Colleen Pearl	colleenspearl@gmail.com;	719-339-7469	10/2, 12/4, 2/5, 4/1, 5:30 – 6:30pm
West MS: SAC Chair	Valerie Wetherby	valerielarson@gmail.com;	913-302-7964	

SAC Chair Information from Schools
2019-20

High School

School	Name	Email	Phone #	Meeting Dates
Coronado: SAC Chair	Doug Abernathy	doug@rtaarchitects.com;	719-229-4939	2nd Monday, 5:30 – 6:30pm
Doherty: SAC Chair	Audrey DeRubis	Taos4@comcast.net;	719-629-6023	8/12, 9/9, 10/14, 11/11, 12/9, 1/13, 2/10, 3/9, 4/13, 5/11 (2nd Monday of every month),6:00 – 7:00pm
Mitchell: SAC Chair	Will let me know			
Palmer: SAC Chair	Kristina North	Kristina.North@d11.org;	719-231-6084	
Bijou School: SAC Chair	Will send			
Tesla MS/HS: SAC Chair	Jamie Haller Nicole Sweeney		719-439-8785 719-447-7729	1st meeting is on 9/19/19
Achieve K-12/Digital SAC Chair	Joyce Riddle (Michelle)	Nurseriddle516@comcast.net;	719-636-3326	10/21, 1/14, 3/17, 5/12
Odyssy ECCO SAC Chair	Joseph Mezzofante	mezzofantej@gmail.com;		1st non-holiday Monday of the month from 4:00 – 5:00pm

SAC Chair Information from Schools
2019-20

CHARTER SCHOOLS

School	Name	Email	Phone #	Meeting Dates
CIVA: SAC Chair				
Academy ACL: SAC Chair				
Community Prep: SAC Chair				
Globe: SAC Chair				
Eastlake High School: SAC Chair				
Roosevelt Charter Academy: SAC Chair				

District Accountability Committee (DAC) – Accreditation Subcommittee

Appointed by: DAC Chair appoints the subcommittee chair and volunteers are recruited to participate with the subcommittee composition approved by the board

Created through: Policy AE http://www.d11.org/BOE/Policies/Board%20Policy%20Section%20A/AE.pdf

District Contact: Dr. David Khaliqi (david.khaliqi@d11.org), executive director, Educational Data and Support Services

DAC Accreditation Subcommittee 2019-20 Charge:

Achievement (District)

1. Study district-wide achievement data in order to:
   a. Monitor Possible disparities with respect to gender, race/ethnic, and other specifically identified groups;
   b. Monitor the academic growth of students;
   c. Monitor meeting federal, state, and district achievement goals.
2. Monitor and evaluate Goal 1 (Demonstrate improvement of student achievement) of the District's Strategic Plan.
3. Monitor and evaluate policies and practices that influence student achievement.
4. Provide input concerning the preparation of the District's Unified Improvement Plan.
5. Provide analysis of District and School Climate Surveys.
6. Make recommendations to the DAC and BOE, as needed, from the analysis described above.

Achievement (Schools)

1. Assist SACs, directly and indirectly, to analyze and interpret school student achievement data.
2. Assist/coordinate with the DAC Training and SAC Support Subcommittee in developing and delivering training and assistance to SACs on Unified School Improvement Plan (USIP) requirements, School Performance Frameworks (SPF), and school accreditation requirements

Accreditation (District to Schools)

1. Monitor and provide input, including achievement data, to the process of accrediting schools.
2. Monitor School Performance Framework processes and make recommendations to maintain relevancy and alignment to district goals, state requirements, and federal requirements.
3. Evaluate the effectiveness of the school accreditation contract with respect to student achievement.
4. Make recommendations to the DAC and BOE, as needed, from the analysis described above and in compliance with Policy AED.

Accreditation (State to District)

1. Monitor the process of accrediting the District

Meeting Dates: Generally, the second and fourth Monday from 5-6:30 p.m. throughout the school year.

Name	Position	Location
David Khaliqi	Executive Director (ex-officio)	Educational Data and Support Services
Ed Plute (Chair)	Community Member	80919
Lyman Kaiser	Community Member	80918
Patricia (Trish) Nixon	Community Member	80917
John Keane	Executive Director	K-12 Schools
Manuel Ramsey	Principal	Bristol ES
JoAnn Meyers	Community Member	80909
Jan Rennie	Community Member	80917
Clara Hoellerbauer	Assistant Principal	Doherty HS
Jenny Courtier	Dean of Students	Rogers ES
Carolyn Graham	Teacher	Madison ES
Velvet Stepanek	DAC Committee Chair	80917
Ama Dei	Assistant Principal	Russell MS
Darleen Daniels	Community Member/Parent	80923
Brenda Miller	Teacher	Taylor ES
Sara Ann Miller	Teacher	Penrose ES
Christine Lowenberg	Community Member	80923
Callum Frost	Community Member	80909

District Accountability Committee (DAC) - Budget Subcommittee

Appointed by: DAC chair appoints the subcommittee chair and volunteers are recruited to participate with the subcommittee composition approved by the Board of Education.

Created through: C.R.S. 22-11-302 and Board Policy AE, Accountability/Commitment to Accomplishment and AE-R-1, District Accountability Committee Bylaws
https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE.pdf and
https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE-R-1.pdf

District Contacts: Deputy Superintendent/CFO Glenn Gustafson (glenn.gustafson@d11.org) and Executive Director of Financial Services Laura Hronik (laura.hronik@d11.org)

DAC Budget Subcommittee 2019-2020 Charge:

1. Participate in the budget review and creation process for FY2020-2021.
2. Review and submit recommendations, with regard to prioritizations of budget modifications, before approval by the Board of Education, as applicable.
3. Consider the effectiveness of programs and recommend cuts if programs are not shown to be effective.

Meeting Dates: 2019: 9/10, 9/24, 10/22, 11/12, 12/10
2020: 1/14, 1/28, 2/11, 2/25, 3/10, 4/14, 4/28, 5/12
Meeting dates subject to change. Supplemental meetings may be added.

Name	Position/Location
Jan Rennie	Community Member - Chair
Michael Reyes	Parent/Achieve On-Line – Vice Chair
Bruce Cole	Teacher – Business/Doherty HS
Donna Ecks	Teacher – Economics/Doherty HS
Clara Hoellerbauer	Exec. Pro/Doherty High School
Sanford "Pete" Lee	Community Member
Trish Nixon	Community Member
Bob Null	Community Member
Sandra Park	Principal/Freedom ES
Kim Polomka	Parent/Taylor ES
Carl Schueler	Parent/Palmer HS
Jenny Courtier	Parent – Chipeta & Staff Dean @ Rogers
Amanda Huber	Parent –Trailblazer
Colleen Pearl	Parent –Swigert
Jason Rockwood	Parent –King, Keller, & Russell
Logan Laszczyk	Teacher/Staff- Councelor @ Rogers
Kenneth Pfeil	Exec-Pro/Staff-Principal @ Trailblazer
David Dubois	Exec-Pro/Staff-Principal @ Russell
Robert Grossman	Tentativ- Expressed intent but has not confirmed
Glenn Gustafson (Ex-officio)	Deputy Superintendent, Chief Financial Officer/Business Services
Laura Hronik (Ex-officio)	Executive Director of Financial Services/Financial Services
Anna Monroe (Ex-officio)	Budget Analyst I

District Accountability Committee – Full DAC

Appointed by: The Board of Education approves the roster and charge

Created through: Policy AE https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE.pdf

District Contact: Phoebe Bailey, Assistant superintendent, Personnel Support Services

Full DAC 2019 – 20 Charges:

1. Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities.
2. Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
3. Support the District's efforts on determining the why, how and what of assessment.
4. Actively participate in the implementation and monitoring of D11's Strategic Plan.
5. Participate in at least two joint work session with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.

Meeting Dates: August 15, 2019, September 19, 2019; October 17, 2019; November 21, 2019; January 16, 2020; February 20, 2020; March 19, 2020; April 16, 2020, May 14, 2020

Name	Category	Location
Velvet Stepanek	**Chair** DAC Committee	Sabin MS
Joseph Mezzofante	Vice Chair DAC/Chair Membership Committee	Odyssey ECCO
Jane Tucker	Parent-Elementary School	Fremont ES
Carol Nuss	Parent-Elementary School	King ES
Vicky McLaughlin	Parent – Elementary School	Buena Vista ES
Thomas W. Lysne	Parent – Elementary School	Howbert ES
Nila Rickard	Parent-GT Student	Stratton ES
Cass Daley	Parent-ELL Student	Palmer HS
Beth Turner	Parent-Middle School	North MS
Darleen Daniels	Parent-Middle School	Jenkins MS
Carl Schueler	Parent-High School	Palmer HS
Staci Ruddy	Parent-High School	Doherty HS
Joseph Mezzofante	Parent-Alternative School	Odyssey ECCO HS
Julie Hudak-Salvat	Parent-Charter School	CIVA Charter
Esther Smith	Teacher-Middle School	North MS
Amanda Hawkins	Teacher-High School	Mitchell HS
LynDel Randash	Teacher-Charter	Roosevelt Edison
Frank Lee Jr	Teacher-ELL	Tesla
Aaron Ford	Elementary School Administrator	Audubon ES
Chris Kilroy	Middle School Administrator	North MS
Carlos Perez	High School Administrator	Mitchell HS
Cynthe Winebrenner	ESP Representative	Mitchell HS
Lyman Kaiser	Community Member	80918
Sally Sue Coddington	Community Member	80904
Bob Null	Community Member	80909
Wendy Chiado	Community Member	80915

Name	Category	Location
Chyrese Exline	Community Member-Business/Industry	80918
Victoria Henderson	Military Liaison	Peterson AFB
Jan Rennie	**Chair** Budget Subcommittee	80917
Ed Plute	**Chair** Accreditation/Achievement Subcommittee	80917
Phoebe Bailey (ex-officio)	Administrative Liaison	Central Administration
Trudy Tool (ex-officio)	Administrative Support	Central Administration
K-12 Executive Directors (ex-officio)	Administrative Support	Central Administration