

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

**District Accountability Committee  
Full DAC Committee Meeting**

February 21, 2019  
6:00 – 8:00 pm

**Tesla Opportunity Center – 2560 International Circle  
Room 112/113**

1. Welcome/Introductions/Opening Remarks– Dr. Parth Melpakam, DAC Chair– 15 minutes
2. Social Emotional Learning Report – Cory Notestine, Counseling & Wellness Director – 40 mins
3. Gifted/Talented Program Evaluation Report – Celeste Blake, GT Programs Specialist - 25 minutes
4. Accreditation Subcommittee Report – Dr. Ed Plute – 5 minutes
5. Budget Subcommittee Report – Jan Rennie – 10 minutes
6. Membership Subcommittee Report – Dr. Wendy Chiado – 10 minutes
7. Training and SAC Support Subcommittee Report – Lyman Kaiser – 10 minutes
8. Miscellaneous – Dr. Parth Melpakam – 5 minutes

*T & SS meetings*, February 5, March 5,  
April 2, May 7, Garden Level Conference Room  
*SAC Training*, January 31, April 4, Tesla  
*DAC meetings*, February 21, March 21, April 18, May 16, Tesla



# Comprehensive Student Support Model: A Review of Data and Social Emotional Learning

Cory Notestine



## Why is there a need?

### • SY 16-17 Secondary Needs Assessment

- 1,949 HS students surveyed at Tesla, Mitchell, ECHS, Coronado, Palmer, and Community Night
- 3,267 MS students surveyed at Swigert, Sabin, Gallelio, Holmes, North, Russell, Tesla, and Jenkins

### • SY 17-18 Secondary Needs Assessment

- 395 HS students surveyed at Doherty, Bijou, and Achieve
- 1,271 MS students surveyed at Mann, West, and Jenkins
- 64 HS teachers surveyed at Doherty, Bijou, and Achieve
- 43 MS teachers surveyed at Mann, West, and Jenkins
- 358 HS Parents surveyed at Doherty, Bijou, and Achieve
- 251 MS Parents surveyed at Mann, West, and Jenkins

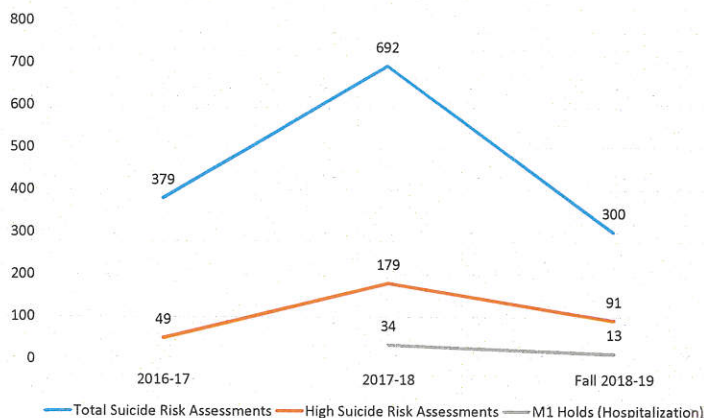




## Why is there a need?

- Between 2015 and 2017 in Colorado, there were 222 suicide deaths of young people between the ages of 10 and 18\*.

D11 Suicide Risk Assessment Data



\*Colorado Health Information Dataset (COHID), Center for Health and Environment Data, Colorado Department of Public Health and Environment, 2018, <http://www.cohid.dphe.state.co.us/> and AspenPointe, Colorado Springs, CO



## Why is there a need?

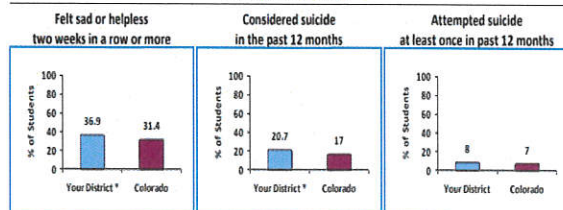
HKCS 2017 HS Snapshot

Students who...	District	State
Have someone to talk to when feeling sad, empty, hopeless, angry, or anxious	81.3%	83.4%
Have an adult to go to for help with a serious problem	70.4%	73.5%
Could ask a parent/guardian for help if had a personal problem	80.7% *	83.5%

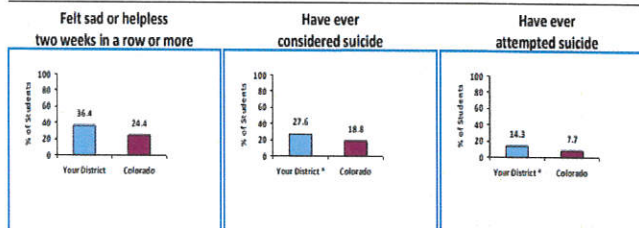
HKCS 2017 MS Snapshot

Students who...	District	State
Have someone to talk to when feeling sad, empty, hopeless, angry, or anxious	84.5%	83.0%
Have an adult to go to for help with a serious problem	67.8% *	73.4%

Mental Health Indicators



Mental Health Indicators

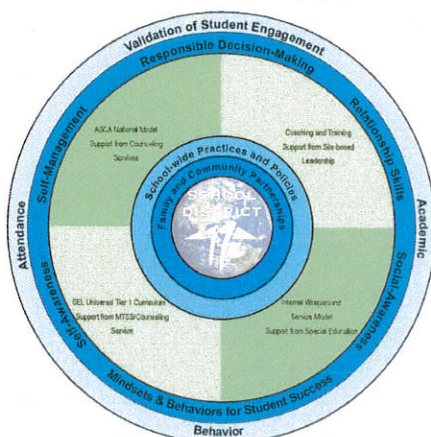


## So what is SEL?

- <https://www.youtube.com/watch?v=4YxyAcV9QXc>



## Comprehensive Student Support Model (CSSM)

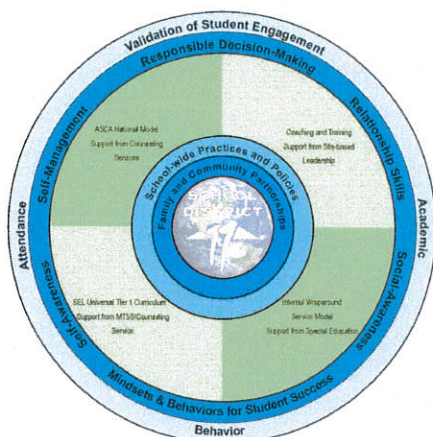


- “What” we develop:
  - Self-Awareness
  - Self-Management
  - Responsible Decision-Making
  - Relationship Skills
  - Social-Awareness
  - Mindsets & Behaviors for Student Success





## Comprehensive Student Support Model (CSSM)



### • “How” we develop:

- K-5 Random Acts of Kindness Curriculum Tier 1
- Trauma Informed Care Training
- Tier 2-3 layering of supports
- Skill development through accessing counseling services
- Community partnerships
- Engaging families



## Year 1 Data Comparisons

### SY 2017-18 (Semester 1)

Schools	GK12 ELA	GK12 Math	Att. Rate	Chronic Abs. Rate	Suspension Rates
<b>Cohort 1</b>					
Adams			92.2%	30.2%	7.4%
Edison			92.7%	21.0%	1.0%
Fremont			93.6%	20.9%	2.9%
Penrose			94.3%	18.1%	3.7%
Rogers			92.9%	20.1%	1.4%
West			93.6%	20.3%	11.2%
<b>Controls</b>					
Stratton			94.8%	12.3%	.3%
Audubon			94.0%	13.9%	8.5%

### SY 2018-19 (Semester 1)

Schools	GK12 ELA	GK12 Math	Att. Rate	Chronic Abs. Rate	Suspension Rates
<b>Cohort 1</b>					
Adams	25%	35%	94.7%	15%	2.8%
Edison	42%	15%	93.2%	22%	1.5%
Fremont	42%	52%	92.8%	25%	3.8%
Penrose	34%	29%	93.9%	15%	1.9%
Rogers	ANet	ANet	92.0%	27%	3.7%
West	ANet	ANet	91.5%	30%	9.1%
<b>Controls</b>					
Stratton	60%	45%	94.3%	15%	.6%
Audubon	46%	43%	93.7%	20%	2.8%



## Year 1 Data: Summary SEL Baseline Highlights

- |                                  |   |
|----------------------------------|---|
| • K-2 Teacher Perception – 1,372 | • 3-5 Student Perception – 1,259                            |
| • <b>Self-Management</b> 45%     | • <b>Emotional Reg.</b> 46% 20-39 <sup>th</sup> percentile  |
| • <b>Self-Efficacy</b> 48%       | • <b>Self-Efficacy</b> 48% 20-30 <sup>th</sup> percentile   |
| • Classroom Effort 55%           | • <b>Grit</b> 50% 0-19 <sup>th</sup> percentile             |
| • Engagement 61%                 | • Compassion 58%  |
| • Social Awareness 61%           | • Learning Strat. 61% 40-59 <sup>th</sup> percentile        |
| • Emotional Regulation 69%       | • Sense of Belong. 62% 60-79 <sup>th</sup> percentile       |
|                                  | • <b>Self-Management</b> 66% 20-39 <sup>th</sup> percentile |
|                                  | • Social Awareness 66% 40-59 <sup>th</sup> percentile       |
|                                  | • Engagement 66% 80-99 <sup>th</sup> percentile             |

*\*Data comes from the Panorama SEL Survey and indicates favorable response rates*



## CSSM Successful Best Practices – Cohort 1

- |  |  |
|--|--|
| • Coaching and training  | • Kindness Pledge  |
| • Implementation of the ASCA Model   | • RAK extension lessons                                      |
| • Delivery of the RAK curriculum in the classroom  | • Staff RAK morale boosters                                  |
| • Implementation of CKHs   | • More students receiving services and more being identified |
| • Development of Small Groups supported by Counselors and Social Worker on SEL skill development | • Using Panorama data to target specific student needs       |
|  | • Scope and Sequence and accountability documents            |





## CSSM Barriers – Cohort 1

- Delivery of data to parents and community
- New roles and responsibilities for SSP staff
- Full time FTE has seen a influx in concerns brought forward
- Balancing time within the class schedule to deliver SEL curriculum
- Materials for lessons
- Understanding new expectations and timelines



## CSSM Cohort 2 Timeline

- **Readiness Assessment**
  - December 10<sup>th</sup> – January 10<sup>th</sup>
- **Selection of Cohort 2 Schools**
  - January 18<sup>th</sup> Initial Review
  - January 25<sup>th</sup> Final Selection
  - February 1<sup>st</sup> Notify Schools
- **Cohort 2 School Staff Presentations**
  - February 11<sup>th</sup> - May 21<sup>st</sup>
- **Cohort 2 Site Visit with School-based Leaders**
  - February 11<sup>th</sup> – May 21<sup>st</sup>
- **Signed Annual Agreement**
  - May 31<sup>st</sup>
- **RAK Train-the-Trainer**
  - July 1<sup>st</sup> - July 31<sup>st</sup>
- **Cohort 2 Visit with SSP Staff**
  - August 1<sup>st</sup> – August 18<sup>th</sup>



# Question and Answers







# Colorado Springs School District 11

Grades 3-5

Fall 2018 - SEL — *STUDENTS*



Report created by  
Panorama Education



## Summary

Topic Description	Results	Benchmark
<b>Compassion</b>	<b>58%</b>	
<b>Emotion Regulation</b> How well students regulate their emotions.	<b>46%</b>	20th - 39th percentile compared to others nationally
<b>Engagement</b> How attentive and invested students are in class.	<b>66%</b>	80th - 99th percentile compared to others nationally
<b>Grit</b> How well students are able to persevere through setbacks to achieve important long-term goals.	<b>50%</b>	0th - 19th percentile compared to others nationally
<b>Learning Strategies</b> How well students deliberately use strategies to manage their own learning processes generally.	<b>61%</b>	40th - 59th percentile compared to others nationally
<b>Self-Efficacy</b> How much students believe they can succeed in achieving academic outcomes.	<b>48%</b>	20th - 39th percentile compared to others nationally
<b>Self-Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	<b>66%</b>	20th - 39th percentile compared to others nationally
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community.	<b>62%</b>	60th - 79th percentile compared to others nationally
<b>Social Awareness</b> How well students consider the perspectives of others and empathize with them.	<b>66%</b>	40th - 59th percentile compared to others nationally



1,259 responses

## Compassion

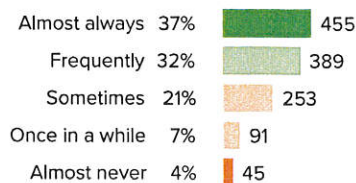
Your average

**58%**

1,259 responses

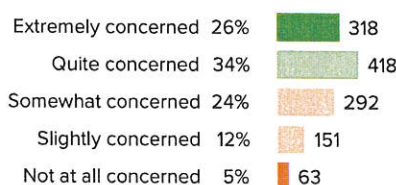
How did people respond?

**Q.1: When you see people at school who need help, how often do you try to help them?**



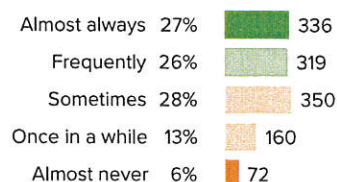
Favorable: **68%**

**Q.2: When people at school seem upset, how concerned do you get?**



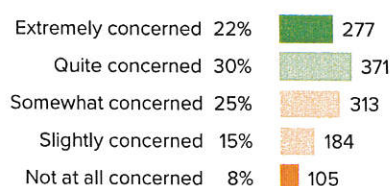
Favorable: **59%**

**Q.3: When you see people outside of school who need help, how often do you try to help them?**



Favorable: **53%**

**Q.4: When people outside of school seem upset, how concerned do you get?**



Favorable: **52%**

## Emotion Regulation

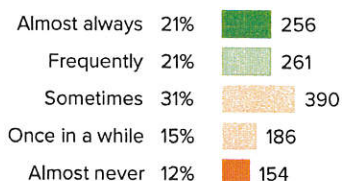
Your average

**46%**

1,259 responses

How did people respond?

**Q.1: How often are you able to pull yourself out of a bad mood?**



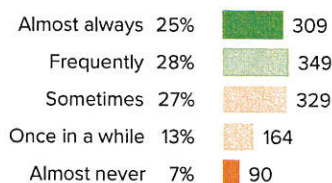
Favorable: **41%**

**Q.2: When everybody around you gets angry, how relaxed can you stay?**



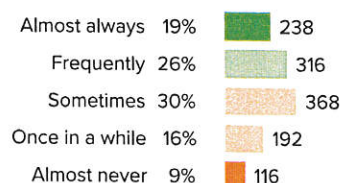
Favorable: **43%**

**Q.3: How often are you able to control your emotions when you need to?**



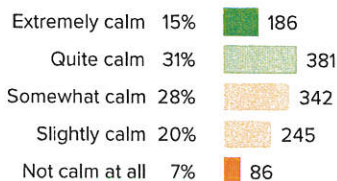
Favorable: **53%**

**Q.4: Once you get upset, how often can you get yourself to relax?**



Favorable: **45%**

**Q.5: When things go wrong for you, how calm are you able to stay?**



Favorable: **46%**



## Engagement

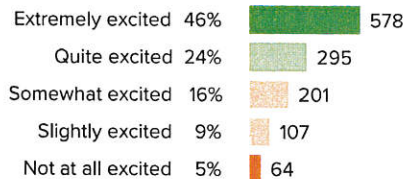
Your average

**66%**

1,259 responses

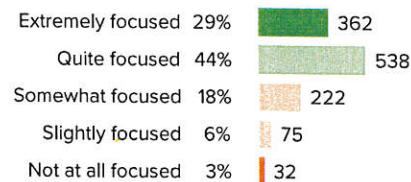
### How did people respond?

#### Q.1: How excited are you about going to this class?



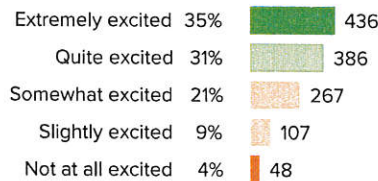
Favorable: **70%**

#### Q.2: How focused are you on the activities in this class?



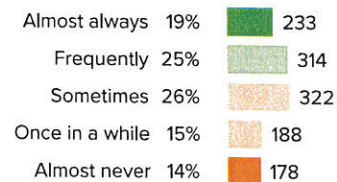
Favorable: **73%**

#### Q.3: In this class, how excited are you to participate?



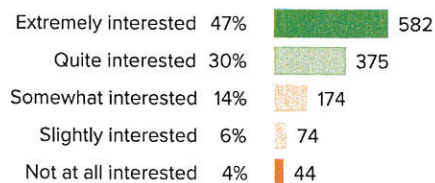
Favorable: **66%**

#### Q.4: When you are not in school, how often do you talk about ideas from this class?



Favorable: **44%**

#### Q.5: How interested are you in this class?



Favorable: **77%**

## Grit

Your average

**50%**

1,259 responses

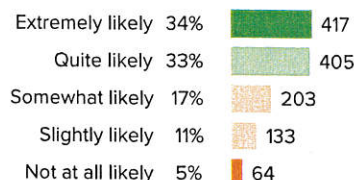
### How did people respond?

#### Q.1: How often do you stay focused on the same goal for more than 3 months at a time?



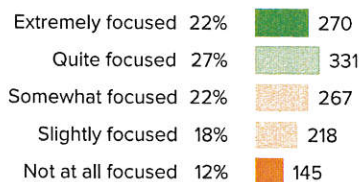
Favorable: **34%**

#### Q.2: If you fail at an important goal, how likely are you to try again?



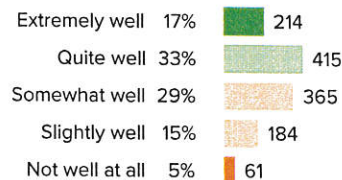
Favorable: **67%**

#### Q.3: When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?



Favorable: **49%**

#### Q.4: If you have a problem while working towards an important goal, how well can you keep working?



Favorable: **51%**

## Learning Strategies

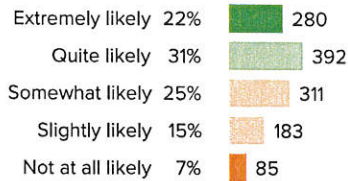
Your average

**61%**

1,259 responses

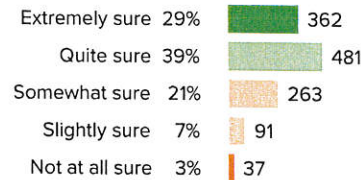
How did people respond?

**Q.1: When you get stuck while learning something new, how likely are you to try to learn it in a different way?**



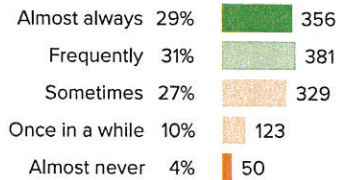
Favorable: **54%**

**Q.2: How sure are you that you can figure out a good way to get your schoolwork done well?**



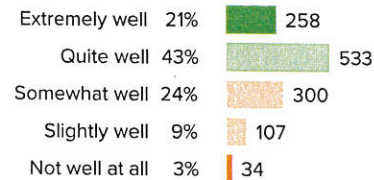
Favorable: **68%**

**Q.3: Before you start on a challenging project, how often do you think about the best way to do it?**



Favorable: **59%**

**Q.4: Overall, how well can you figure out how to learn things?**



Favorable: **64%**



## Self-Efficacy

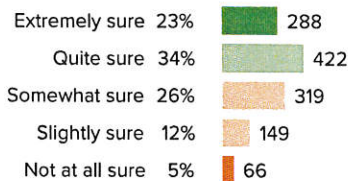
Your average

**48%**

1,259 responses

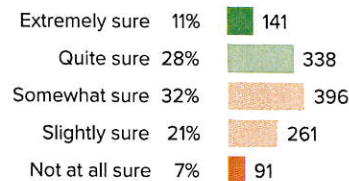
How did people respond?

**Q.1: How sure are you that you can complete all the work that is assigned in your class?**



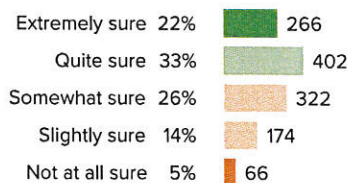
Favorable: **57%**

**Q.2: When complicated ideas are discussed in class, how sure are you that you can understand them?**



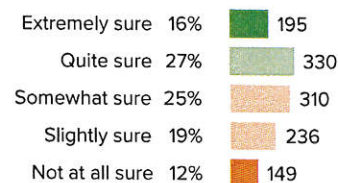
Favorable: **39%**

**Q.3: How sure are you that you can learn all the topics taught in your class?**



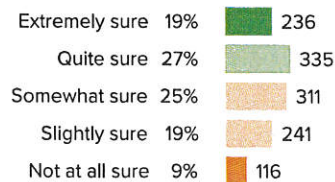
Favorable: **54%**

**Q.4: How sure are you that you can do the hardest work that is assigned in your class?**



Favorable: **43%**

**Q.5: How sure are you that you will remember what you learned in your current class, next year?**



Favorable: **46%**

## Self-Management

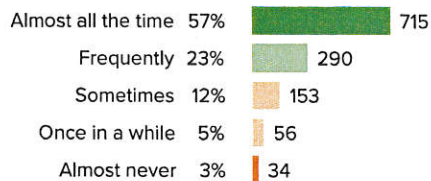
Your average

**66%**

1,259 responses

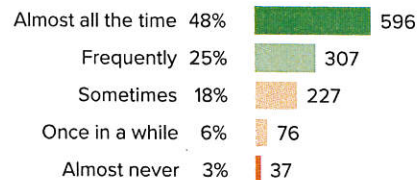
How did people respond?

**Q.1: During the past 30 days...How often were you polite to adults?**



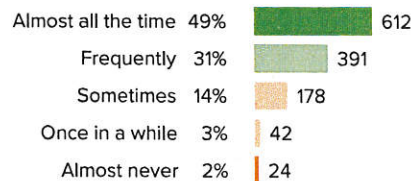
Favorable: **81%**

**Q.2: During the past 30 days...How often did you come to class prepared?**



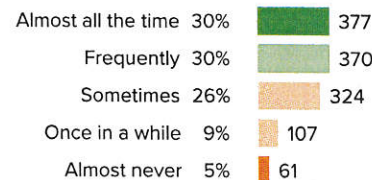
Favorable: **73%**

**Q.3: During the past 30 days...How often did you follow directions in class?**



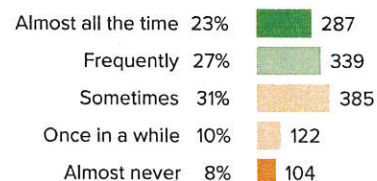
Favorable: **80%**

**Q.4: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?**



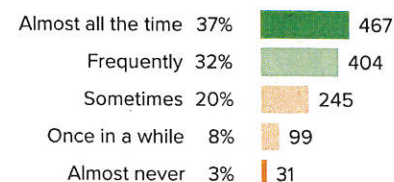
Favorable: **60%**

**Q.5: During the past 30 days...How often did you pay attention and ignore distractions?**



Favorable: **51%**

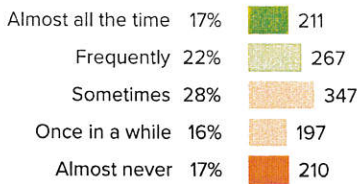
**Q.6: During the past 30 days...When you were working independently, how often did you stay focused?**



Favorable: **70%**

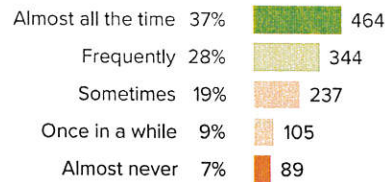


**Q.7: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?**



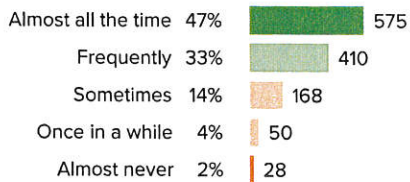
Favorable: **39%**

**Q.8: During the past 30 days...How often did you allow others to speak without interrupting them?**



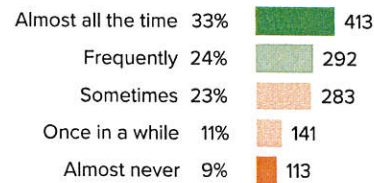
Favorable: **65%**

**Q.9: During the past 30 days...How often were you polite to other students?**



Favorable: **80%**

**Q.10: During the past 30 days...How often did you keep your temper under control?**



Favorable: **57%**



## Sense of Belonging

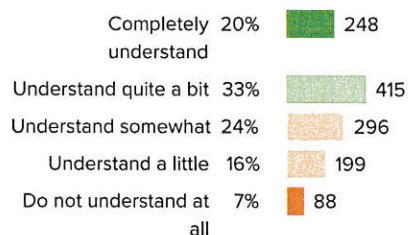
Your average

**62%**

1,259 responses

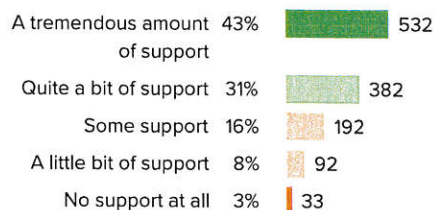
How did people respond?

**Q.1: How well do people at your school understand you as a person?**



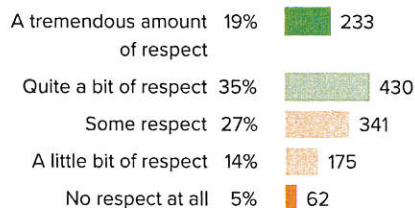
Favorable: **53%**

**Q.2: How much support do the adults at your school give you?**



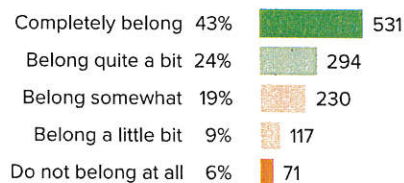
Favorable: **74%**

**Q.3: How much respect do students at your school show you?**



Favorable: **53%**

**Q.4: Overall, how much do you feel like you belong at your school?**



Favorable: **66%**

## Social Awareness

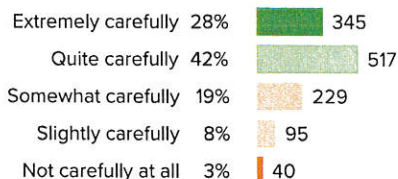
Your average

**66%**

1,259 responses

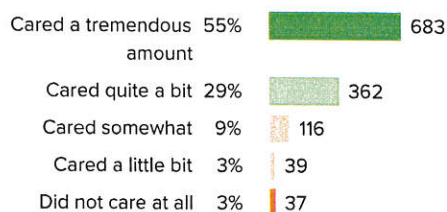
### How did people respond?

**Q.1: During the past 30 days...How carefully did you listen to other people's points of view?**



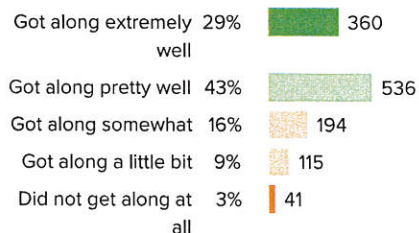
Favorable: **70%**

**Q.2: During the past 30 days...How much did you care about other people's feelings?**



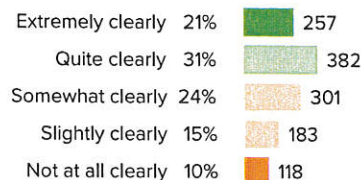
Favorable: **84%**

**Q.3: During the past 30 days...How well did you get along with students who are different from you?**



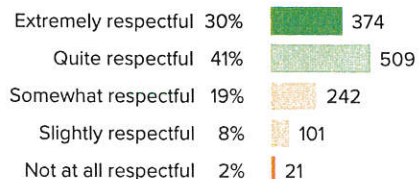
Favorable: **72%**

**Q.4: During the past 30 days...How clearly were you able to describe your feelings?**



Favorable: **51%**

**Q.5: During the past 30 days...When others disagreed with you, how respectful were you of their views?**



Favorable: **71%**

**Q.6: During the past 30 days...To what extent were you able to stand up for yourself without putting others down?**



Favorable: **62%**

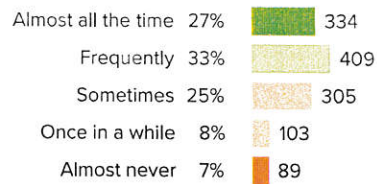


**Q.7: During the past 30 days...To what extent were you able to disagree with others without starting an argument?**



Favorable: **55%**

**Q.8: During the past 30 days...How often did you compliment others' accomplishments?**



Favorable: **60%**





# Colorado Springs School District 11

Teacher Perception  
Fall 2018 - SEL



Report created by  
Panorama Education



## Summary

Topic Description	Results
<b>Classroom Effort</b> How much effort students exert in key behaviors that correspond to successful learning and course performance.	<b>55%</b>
<b>Emotion Regulation</b> How well students regulate their emotions.	<b>69%</b>
<b>Engagement</b> How attentive and invested students are in class.	<b>61%</b>
<b>Self-Efficacy</b> How much students believe they can succeed in achieving academic outcomes.	<b>48%</b>
<b>Self-Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	<b>45%</b>
<b>Social Awareness</b> How well students consider the perspectives of others and empathize with them.	<b>61%</b>
1,372 responses	



## Classroom Effort

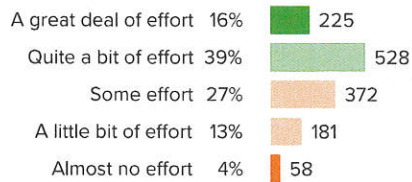
Your average

**55%**

1,372 responses

How did people respond?

**Q.1: Overall, how much effort does this student put forth during your class?**



Favorable: **55%**



## Emotion Regulation

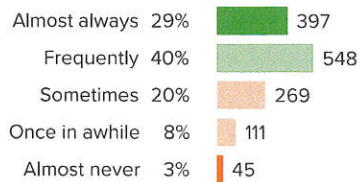
Your average

**69%**

1,372 responses

How did people respond?

**Q.1: How often is this student able to control his/her emotions when s/he needs to?**



Favorable: **69%**



## Engagement

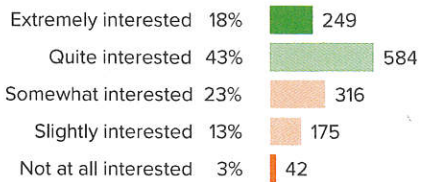
Your average

**61%**

1,372 responses

How did people respond?

**Q.1: Overall, how interested is this student in your class?**



Favorable: **61%**

## Self-Efficacy

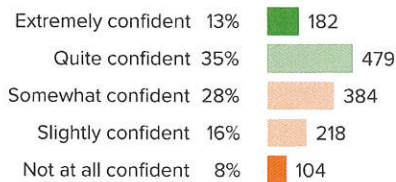
Your average

**48%**

1,372 responses

How did people respond?

**Q.1: How confident is this student in his or her ability to learn all the material presented in your class?**



Favorable: **48%**

## Self-Management

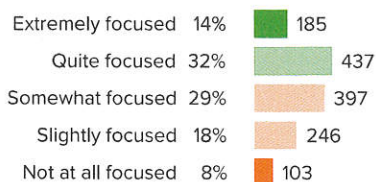
Your average

**45%**

1,372 responses

How did people respond?

**Q.1: Overall, how focused is this student in your classroom?**



Favorable: **45%**

## Social Awareness

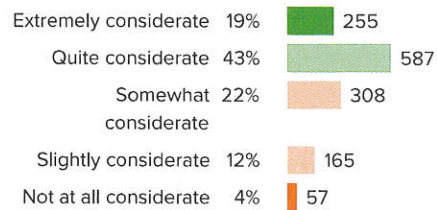
Your average

**61%**

1,372 responses

How did people respond?

**Q.1: During the past 30 days, how considerate was this student of his/her classmates' feelings?**



Favorable: **61%**





# HEALTHY KIDS COLORADO SURVEY

## District Snapshot

### Colorado Springs School District 11

This District Snapshot presents your district's results from the 2017 Healthy Kids Colorado Survey (HKCS) compared to state results. The HKCS collects self-reported health information from Colorado public school students every other year. The HKCS is supported by the Colorado Department of Public Health and Environment, Colorado Department of Education, Colorado Department of Safety, and Colorado Department of Human Services. A team at the Colorado School of Public Health administers the survey. Website: [www.healthykidscolo.org](http://www.healthykidscolo.org) | Email: [hkcs@ucdenver.edu](mailto:hkcs@ucdenver.edu)

The HKCS was administered in the fall of 2017 to more than 80,000 students from more than 410 middle and high schools, including opt-in schools. Classrooms were randomly sampled and students in those classes were asked to complete the survey. In some schools all students were invited to participate. If the school response rate was 30% or higher data were weighted to represent all students in the grades surveyed. If the response rate was lower than 30% the data only represents the participating students. Under- or over- representation of some demographic groups may affect interpretation of results. School results are compared to the statewide results for students in grades 6 to 8.

**The response rate for your district was 59% and 700 students participated in the survey.**

#### Legend:

- District Percentage
- Colorado Percentage

\* An asterisk indicates a statistically significant difference between the district and state percentages.

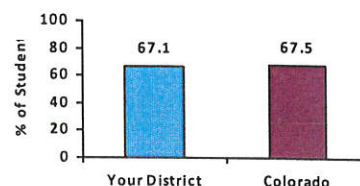
\*\* A graph or table is blank if data are not reported. Data are not reported if the number of students responding yes is fewer than 3, 0, 100%. For districts with enrollment over 30, data are not reported if fewer than 30 students responded.

### School Connectedness

Students who feel connected to their school are more likely to have better academic achievement, such as higher grades and test scores, better school attendance, and less likely to drop out. Students who feel connected are also less likely to engage in risky behaviors.

Students who...	District	State
<i>Described their grades as mostly A's and B's</i>	64.7% *	77.0%
<i>Think it's important to go to college</i>	89.0%	95.0%

### Students who participate in extracurricular activities at school



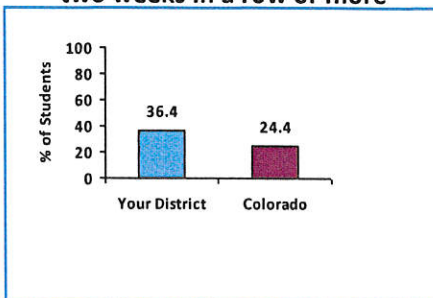
## Mental Health / Supportive Relationships

Suicide is a leading cause of death among adolescents in the U.S. as well as in Colorado. Feeling sad or hopeless for an extended period of time is used as an indicator for depression and depression can increase the risk for suicide. Having a relationship with a trusted adult, such as a parent/guardian or a teacher, to go to with a problem can be a protective factor against suicide risk.

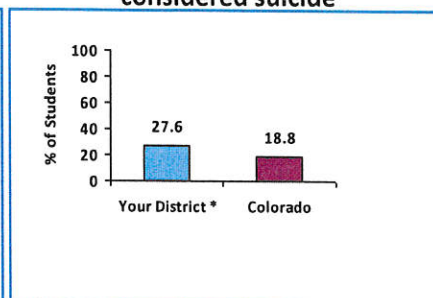
<i>Students who...</i>	District	State
<b><i>Have someone to talk to when feeling sad, empty, hopeless, angry, or anxious</i></b>	84.5%	83.0%
<b><i>Have an adult to go to for help with a serious problem</i></b>	67.8% *	73.4%

### Mental Health Indicators

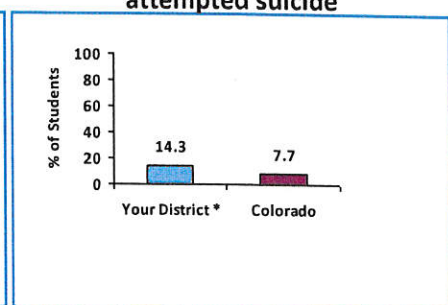
**Felt sad or helpless  
two weeks in a row or more**



**Have ever  
considered suicide**



**Have ever  
attempted suicide**

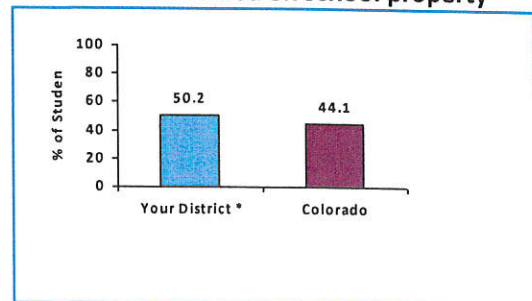


## Safety and Violence

Bullying is repeated and unwanted or aggressive behavior between students who have a real or perceived power imbalance. It may be physical, verbal, or electronic. Research shows that students who perceive school to be physically or emotionally unsafe are more likely to miss school. School districts can work to reduce bullying by having an anti-bullying policy and creating opportunities for bully prevention teacher, student trainings, and programs.

<i>Students who have...</i>	District	State
<b><i>Ever been bullied electronically</i></b>	24.5% *	20.0%
<b><i>Ever been in a physical fight</i></b>	39.4%	35.9%
<b><i>Ever carried a weapon on school property</i></b>	5.3%	5.0%

**Ever been bullied on school property**





## Substance Use

Youth substance use is associated with lower academic achievement. In addition to the impact on academic success, using drugs and alcohol is associated with increased risk of injuries and worse mental health outcomes.

Colorado youth are more likely to drink alcohol compared to the other substances. Cigarette use is decreasing while the use of electronic vapor products has been on the rise. Marijuana use is relatively stable. Among other illicit drugs, Colorado students are most likely to use prescription drugs without a doctor's prescription. Alcohol and other substance use in Colorado is consistent with national averages. Early intervention to reduce drug and alcohol use can prevent poor health outcomes and improve the overall success of young people.

### Marijuana

Students who...	District	State
<i>Used marijuana in the last 30 days</i>	7.1%	5.2%
<i>Think it would be sort of or very easy to get marijuana</i>	21.7%	18.3%
<i>Think people who use marijuana regularly have moderate or great risk of harm</i>	63.2% *	71.2%
<i>Think it is wrong or very wrong for someone the same age to use marijuana</i>	86.1%	88.3%

### Alcohol

Students who...	District	State
<i>Drank alcohol in the last 30 days</i>	7.1%	6.4%
<i>Have ever rode in a car driven by someone who had been drinking alcohol</i>	20.2% *	15.1%
<i>Think it would be sort of or very easy to get alcohol</i>	28.2%	31.2%
<i>Think people who drink regularly have moderate or great risk of harm</i>	70.7% *	73.4%

### Tobacco

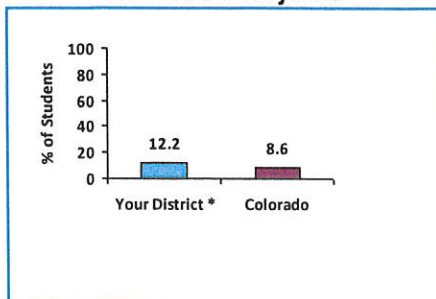
Students who...	District	State
<i>Have ever tried cigarettes, even one or two puffs</i>	11.2% *	8.4%
<i>Think it would be sort of or very easy to get cigarettes</i>	26.3%	24.0%
<i>Think people who smoke one or more packs of cigarettes a day have moderate or great risk of harm</i>	83.3% *	86.8%

### Other Drugs

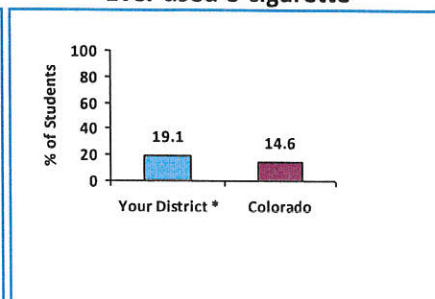
Students who...	District	State
<i>Think it would be sort of or very easy to get cocaine, LSD, amphetamines or other illegal drugs</i>	5.5%	5.5%
<i>Think it is wrong or very wrong for someone the same age to use cocaine, LSD, amphetamines or other illegal drugs</i>	97.7%	97.9%

## Substance Abuse

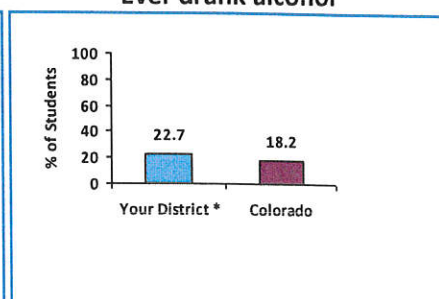
### Ever used marijuana



### Ever used e-cigarette



### Ever drank alcohol



## Physical Activity and Nutrition

Obesity is a contributor to leading causes of death and chronic disease such as heart disease, cancer, and diabetes. Colorado has one of the lowest obesity rates in the nation, but the rate of obesity and related health outcomes are increasing.

Access to and consumption of healthy foods is important for students' academic success. Students with low nutrient intake are more likely to be absent, experience behavioral issues, and receive lower grades. There are many benefits students gain from healthy eating and physical activity. Studies have shown that physical activity can help youth improve their concentration, memory, and classroom behaviors.

### Physical Activity

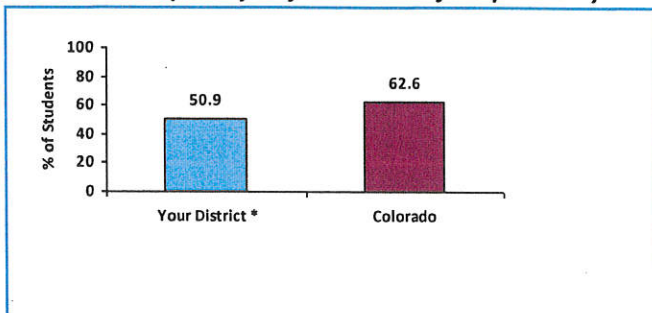
<i>Students who...</i>	District	State
<b><i>Have PE class at least 1 day per week on average</i></b>	51.1% *	65.5%
<b><i>Have 3 or more hours of non-school screen time on an average school day</i></b>	62.1% *	51.4%
<b><i>Played on at least one sports team in the past 12 months</i></b>	51.7% *	64.7%

### Nutrition

<i>Students who...</i>	District	State
<b><i>Ate a vegetable 1 or more times a day in the past 7 days</i></b>	41.0%	44.6%
<b><i>Ate fruit 1 or more times a day in the past 7 days</i></b>	41.4%	48.2%
<b><i>Drank soda 1 or more times a day in the past 7 days (does not include diet soda)</i></b>	20.8% *	15.1%

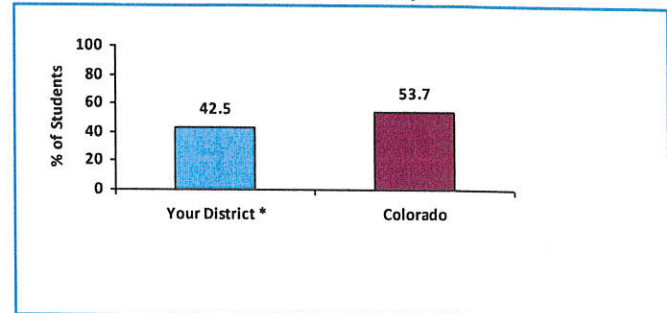
#### Physically Active Students

***Students who were physically active for a total of at least 60 minutes per day on five or more of the past 7 days***



#### Ate Breakfast Every Day for the Past 7 Days

***Students who ate breakfast every day of the past 7 days***



## Contact Us

For more information about how to use your data, resources available, and other data or technical assistance requests, please email Project Director, Ashley Brooks-Russell at [ashley.brooks-russell@ucdenver.edu](mailto:ashley.brooks-russell@ucdenver.edu) or [HKCS@ucdenver.edu](mailto:HKCS@ucdenver.edu)

Website: [www.healthykidscolo.org](http://www.healthykidscolo.org)

## Thank you!

## Resources

Colorado Department of Public Health and Environment (CDPHE), Healthy Kids Colorado Survey:  
[www.healthykidscolo.org](http://www.healthykidscolo.org)

Colorado Department of Education, Health and Wellness Office  
<http://www.cde.state.co.us/offices/healthwellnessoffice>

Colorado Department of Public Safety, School Safety Resource Center  
<https://www.colorado.gov/cssrc>

Colorado Department of Human Services  
<https://www.speaknowcolorado.org/>

Centers for Disease Control, Division of Adolescent and School Health  
<https://www.cdc.gov/healthyyouth/index.htm>

Physical Activity:  
[http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet\\_pa\\_guidelines\\_schools.pdf](http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_schools.pdf)

School Connectedness:  
<http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

Alcohol Other Drugs:  
<http://www.cdc.gov/healthyyouth/alcoholdrug/>

Tobacco:  
[http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm#reducing](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm#reducing)

Safety/Violence:  
<http://www.cdc.gov/violenceprevention/youthviolence/index.html>

Mental Health/Suicide Prevention:  
<http://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>





# HEALTHY KIDS COLORADO SURVEY

## District Snapshot

### Colorado Springs School District 11

This District Snapshot presents your district's results from the 2017 Healthy Kids Colorado Survey (HKCS) compared to state results. The HKCS collects self-reported health information from Colorado public school students every other year. The HKCS is supported by the Colorado Department of Public Health and Environment, Colorado Department of Education, Colorado Department of Safety, and Colorado Department of Human Services. A team at the Colorado School of Public Health administers the survey. Website: [www.healthykidscolo.org](http://www.healthykidscolo.org) | Email: [hkcs@ucdenver.edu](mailto:hkcs@ucdenver.edu)

The HKCS was administered in the fall of 2017 to more than 80,000 students from more than 410 middle and high schools, including opt-in schools. Classrooms were randomly sampled and students in those classes were asked to complete the survey. In some schools all students were invited to participate. If the school response rate was 30% or higher, data were weighted to represent all students in the grades surveyed. If the response rate was lower than 30%, the data only represent the participating students. Under- or over- representation of some demographic groups may affect interpretation of results. District results are compared to the statewide results for students in grades 9 to 12.

**The response rate for your district was 50% and 1211 students participated in the survey.**

#### Legend:

- District Percentage
- Colorado Percentage

\* An asterisk indicates a statistically significant difference between the district and state percentages.

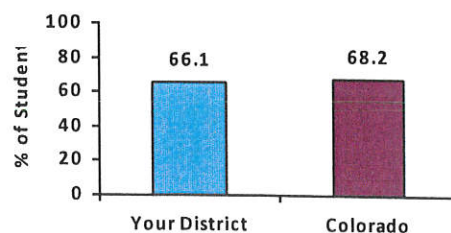
\*\* A graph or table is blank if data are not reported. Data are not reported if the number of the students responding is fewer than 3, 0, or 100%. For districts with enrollment over 30, data are not reported if fewer than 30 students responded.

### School Connectedness

Students who feel connected to their school are more likely to have better academic achievement, such as higher grades and test scores, better school attendance, and less likely to drop out. Students who feel connected are also less likely to engage in risky behaviors.

<i>Students who...</i>	District	State
<i>Described their grades as mostly A's and B's</i>	72.3% *	77.5%
<i>Think it's important to go to college</i>	86.0%	89.3%
<i>Skipped school at least 1 day in last month</i>	24.0%	22.8%

### Students who participate in extracurricular activities at school

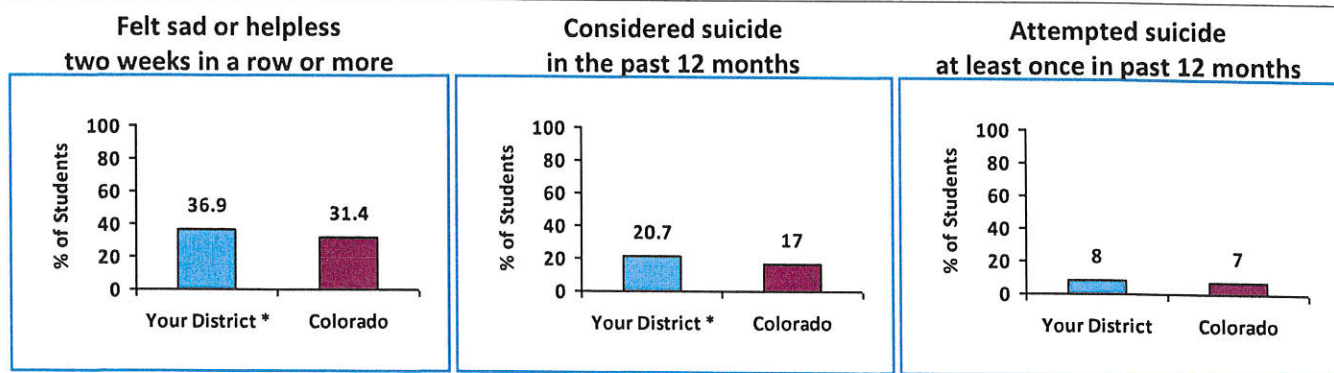


## Mental Health / Supportive Relationships

Suicide is a leading cause of death among adolescents in the U.S. as well as in Colorado. Feeling sad or hopeless for an extended period of time is used as an indicator for depression and depression can increase the risk for suicide. Having a relationship with a trusted adult, such as a parent/guardian or a teacher, to go to with a problem can be a protective factor against suicide risk.

<i>Students who...</i>	District	State
<b><i>Have someone to talk to when feeling sad, empty, hopeless, angry, or anxious</i></b>	81.3%	83.4%
<b><i>Have an adult to go to for help with a serious problem</i></b>	70.4%	73.5%
<b><i>Could ask a parent/guardian for help if had a personal problem</i></b>	80.7% *	83.5%

### Mental Health Indicators

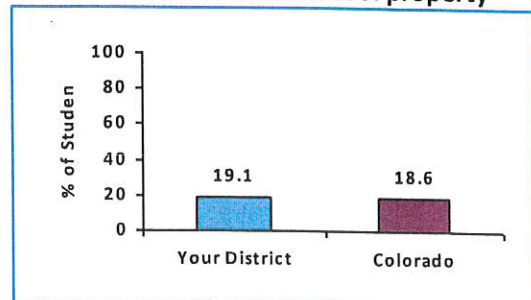


## Safety and Violence

Students who perceive school to be physically or emotionally unsafe, due to bullying or other threats, are more likely to skip school and less likely to perform well in school. Schools can work to reduce bullying and other threats to safety through school policies and evidence-based interventions.

<i>Students who have ever...</i>	District	State
<b><i>Been bullied electronically in past 12 months</i></b>	15.1%	14.9%
<b><i>Been in a physical fight in past 12 months</i></b>	15.3%	18.0%
<b><i>Carried a weapon on school property in past 30 days</i></b>	5.2%	4.4%

### Ever been bullied on school property





## Substance Use

Youth substance use is associated with lower academic achievement. In addition to the impact on academic success, using drugs and alcohol is associated with increased risk of injuries and worse mental health outcomes.

Colorado youth are more likely to drink alcohol compared to the other substances. Cigarette use is decreasing while the use of electronic vapor products has been on the rise. Marijuana use is relatively stable. Among other illicit drugs, Colorado students are most likely to use prescription drugs without a doctor's prescription. Alcohol and other substance use in Colorado is consistent with national averages. Early intervention to reduce drug and alcohol use can prevent poor health outcomes and improve the overall success of young people.

### Marijuana

<i>Students who...</i>	District	State
<b><i>Used marijuana in the last 30 days</i></b>	25.1% *	19.4%
<b><i>Think it would be sort of or very easy to get marijuana</i></b>	63.9% *	53.5%
<b><i>Think people who use marijuana regularly have moderate or great risk of harm</i></b>	44.6% *	51.8%
<b><i>Think it is wrong or very wrong for someone the same age to use marijuana</i></b>	45.9% *	57.4%

### Alcohol

<i>Students who...</i>	District	State
<b><i>Drank alcohol in the last 30 days</i></b>	31.4%	28.7%
<b><i>Rode in a car in the past 30 days driven by someone who had been drinking alcohol</i></b>	14.7%	15.2%
<b><i>Think it would be sort of or very easy to get alcohol</i></b>	61.4%	57.5%
<b><i>Think people who drink regularly have moderate or great risk of harm</i></b>	74.4%	72.2%

### E-Cigarettes/Vaping

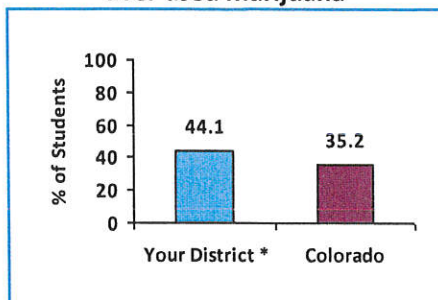
<i>Students who...</i>	District	State
<b><i>Used an electronic vapor product 1+ days in the past 30 days</i></b>	27.2%	27.0%
<b><i>Think it would be sort of or very easy to get electronic vapor products</i></b>	58.4%	58.4%
<b><i>Think people who use electronic vapor products every day have a moderate or great risk of harm</i></b>	45.3%	49.8%

### Other Drugs

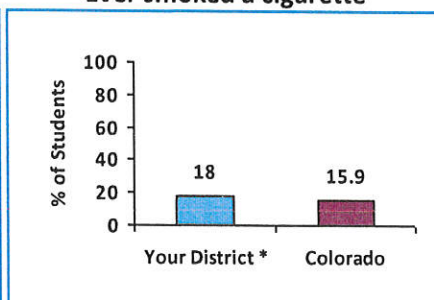
<i>Students who...</i>	District	State
<b><i>Used prescription drugs (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax), without a doctor's prescription, in the last 30 days</i></b>	5.2%	5.1%
<b><i>Think it is sort of or very easy to get prescription drugs without a prescription</i></b>	28.0%	25.3%
<b><i>Think it is wrong or very wrong to use prescription drugs without a prescription</i></b>	86.9%	88.7%

## Substance Abuse

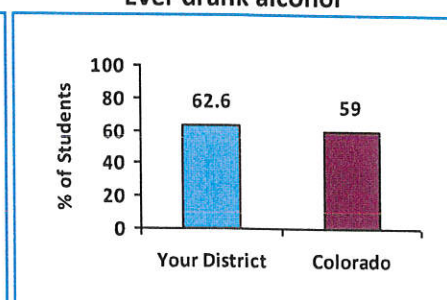
### Ever used marijuana



### Ever smoked a cigarette



### Ever drank alcohol



## Sexual Health

Risky sexual behaviors can lead to negative health outcomes including risk of sexually transmitted diseases and unintended pregnancy. Parents, schools and communities can support youth in making healthy choices.

<i>Students who...</i>	District	State
<i>Ever had sexual intercourse</i>	**	32.7%
<i>Had sexual intercourse in the past 3 months</i>	**	22.9%
<i>Were sexually active in the past 3 months and did not use a method of pregnancy prevention last sexual intercourse</i>	**	9.2%

## Physical Activity and Nutrition

Obesity is a contributor to leading causes of death and chronic disease such as heart disease, cancer, and diabetes. Colorado has one of the lowest obesity rates in the nation, but the rate of obesity and related health outcomes are increasing.

Access to and consumption of healthy foods is important for students' academic success. Students with low nutrient intake are more likely to be absent, experience behavioral issues, and receive lower grades. There are many benefits students gain from healthy eating and physical activity. Studies have shown that physical activity can help youth improve their concentration, memory, and classroom behaviors.

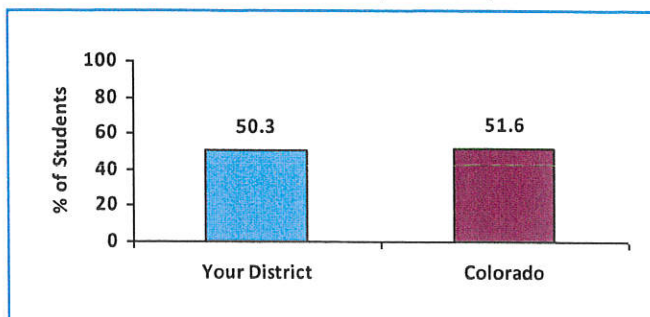
### Physical Activity

<i>Students who...</i>	District	State
<i>Have PE class at least 1 day per week, on average</i>	46.0%	43.7%
<i>Have 3 or more hours of non-school screen time on an average school day</i>	58.0%	52.2%
<i>Played on at least one sports team in the past 12 months</i>	53.7% *	60.6%

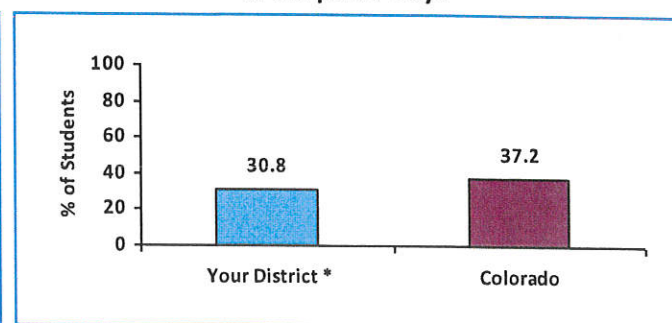
### Nutrition

<i>Students who...</i>	District	State
<i>Ate a vegetable 1 or more times a day in the past 7 days</i>	33.4% *	44.2%
<i>Ate fruit 1 or more times a day in the past 7 days</i>	35.1% *	42.2%
<i>Drank soda 1 or more times a day in the past 7 days (does not include diet soda)</i>	18.8%	15.8%

Students who were physically active for a total of at least 60 minutes per day on five or more of the past 7 days



Students who ate breakfast every day of the past 7 days



## Contact Us

For more information about how to use your data, resources available, and other data or technical assistance requests, please email Project Director, Ashley Brooks-Russell at [ashley.brooks-russell@ucdenver.edu](mailto:ashley.brooks-russell@ucdenver.edu) or [HKCS@ucdenver.edu](mailto:HKCS@ucdenver.edu)

Website: [www.healthykidscolo.org](http://www.healthykidscolo.org)

# Thank you!

## Resources

Colorado Department of Public Health and Environment (CDPHE), Healthy Kids Colorado Survey:  
[www.healthykidscolo.org](http://www.healthykidscolo.org)

Colorado Department of Education, Health and Wellness Office  
<http://www.cde.state.co.us/offices/healthwellnessoffice>

Colorado Department of Public Safety, School Safety Resource Center  
<https://www.colorado.gov/cssrc>

Colorado Department of Human Services  
<https://www.speaknowcolorado.org/>

Centers for Disease Control, Division of Adolescent and School Health  
<https://www.cdc.gov/healthyyouth/index.htm>

Physical Activity:  
[http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet\\_pa\\_guidelines\\_schools.pdf](http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_schools.pdf)

School Connectedness:  
<http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

Alcohol Other Drugs:  
<http://www.cdc.gov/healthyyouth/alcoholdrug/>

Tobacco:  
[http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm#reducing](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm#reducing)

Safety/Violence:  
<http://www.cdc.gov/violenceprevention/youthviolence/index.html>

Sexual Education:  
[http://www.cdc.gov/healthyyouth/about/pdf/hivstd\\_preve](http://www.cdc.gov/healthyyouth/about/pdf/hivstd_preve)

Mental Health/Suicide Prevention:  
<http://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>





## Gifted & Talented Education

*The world is changing. Meet the future*

Kristin Balsick  
Gifted & Talented Facilitator  
(719)520-2463

May 2018, the Gifted & Talented Department hired *Consultants for High Ability* to conduct a Gifted & Talented Program Evaluation K-12. All traditional, alternative, and charter schools participated in the review. Narratives, data, videos, surveys, on-site observations, and interviews were included in the process. Stakeholder groups consisted of administration, teachers, parents, and students. The experts reviewed our program for alignment with best practice in gifted education, alignment to the Colorado rules in the Exceptional Children's Education Act, alignment to the National Association for Gifted Children's Programming Standards, and the overall effectiveness. Recommendations generated from the evaluation are being used to guide program improvement in District 11.

Link to the video presentation of the report: <https://youtu.be/1vh-sxaRdMk>

The full report follows this note.

A printed report is available for view in the Gifted & Talented Office – 1115 N. El Paso St. – 719-520-2464

## Spring 2018 Gifted Program Evaluation Highlights

Currently:

- Continue Cognitive Abilities Test (CogAT) Universal Assessment for 2<sup>nd</sup> and 6<sup>th</sup> grade students
- Utilize PSAT/SAT scores for secondary students
- Offer Social Emotional Needs of the Gifted (SENG) Parent Discussion Groups
- Defined identification processes for each area described in Exceptional Children's Educational Act (ECEA)
- Approval of affective text
- Creation of GT banners for each school, commercial, and specific brochures
- Coordinate GT Opportunity events for Elementary & Secondary levels
- Creation of comprehensive GT database is in process

By June 2019:

- Begin an examination of Gifted Magnet Program (GMP) inclusion criteria, curriculum, instructional strategies, and define model based upon NAGC programming standards
- Begin examination of Gifted Resource Teacher job description, role, and minimum qualifications as well as review FTE in the GT program assuring contact time with gifted students is most beneficial
- Plan a GT Orientation for parents and students for August 2019

Future Consideration and Planning:

- Create focused charges for the GT Advisory Committee by August 2019 for the 2019-2020 school year
- Provide equal access opportunities for families who wish access to different gifted programs
- Create signature programs for gifted students at each school
- Articulate shared program philosophies, goals, and learning activities for GMP 3-8
- Evaluate curriculum for gifted students
- Require GT affective text be used in all buildings
- Include disaggregated data for gifted students by their area of gift on USIP and UDIP
- Increase the relevance and utility of the Advanced Learning Plan (ALP) through staff collaboration and direct connection to classroom content
- Plan and develop explicit GT professional development for teachers and administrators including required essential trainings, coaching, modeling, and monitoring on best practices and strategies for GT curriculum, differentiation, etc. Integrate these trainings with district professional development when possible.
- Utilize district professional development or data days for gifted resource and gifted magnet teachers to collaborate
- Evaluate secondary honors classes ensuring they provide the appropriate level of rigor for GT
- Monitor and analyze secondary course enrollment patterns for high school gifted students
- Develop a written scope for gifted programming delineating how curriculum and instruction is differentiated to include opportunities for acceleration, enrichment, and depth and complexity
- Continue to create specific GT brochures (i.e. ALP, GT Programs, etc.)
- Require GT sites on each school webpage
- Continue to strengthen internal and external communication

**SAC Training Attendance  
2018-2019**

School/ Department	Name of Attendee	9-13-18	11-8-18	1-31-19	4-4-19
Adams ES	Cathy Van De Castele	X			
Audubon ES	Nancy Smith	X			
Audubon ES	Amanda Salmons			X	
Bristol ES	Steve Handen	X		X	
Buena Vista ES	Vicky McLaughlin	X	X	X	
Carver ES	(Does have a SAC Chair – Ashlie Villagrand)				
Chipeta ES	Alan Gregory	X		X	
Columbia ES	Shanon Siegel	X			
Columbia ES	Jill Wright	X			
Edison ES	(Does have a SAC Chair – Cortney Sisneros)				
Freedom ES	(Does <b>Not</b> have a SAC Chair)				
Fremont ES	(Does have a SAC Chair – Monieca Marshall)				
Grant ES	Linda Sanderson	X		X	
Grant ES	Crystal Riese	X			
Grant ES	Aaron Ford	X	X	X	
Henry ES	Jaeleen Sisneros		X		
Howbert ES	(Does have a SAC Chair – Bobby Williams)				
Jackson ES	Cassandra Guimond	X			
Keller ES	Emily Conner	X			
Keller ES	Stacy Brisben	X			
King ES	Sara Henly	X			
King ES	Carol Nuss	X	X	X	
King ES	Lynn Guido		X	X	
Madison ES	Derien Latimer	X			
Martinez ES	Aaron Ford	X	X		
Martinez ES	Bobbie Long	X		X	
Martinez ES	Elizabeth Reynolds	X			
Martinez ES	Darleen Daniels	X	X	X	
McAuliffe ES	Toni Schone	X	X	X	
McAuliffe ES	David Morris	X			
McAuliffe ES	Megan Haile	X			
McAuliffe ES	Liz Whitehouse	X	X		
McAuliffe ES	Terry Hernandez	X			
McAuliffe ES	Realyann Bohart	X			
Midland ES	Autumn Hayes-Digs	X			



**SAC Training Attendance  
2018-2019**

School/ Department	Name of Attendee	9-13-18	11-8-18	1-31-19	4-4-19
Monroe ES	Tessa Dimatulac		X	X	
Penrose ES	Kristi Kohner	X		X	
Penrose ES	Tamara Sobin	X			
Queen Palmer	(Does have a SAC Chair – April Caves)				
Rogers ES	Linda Slothower	X			
Rogers ES	Jennie Quichoco	X			
Rudy ES					
Scott ES	Parth Melpakam	X	X	X	
Scott ES	Velvet Stepanek	X	X	X	
Scott ES	Jane Tucker		X	X	
Scott ES	Brenda Miller			X	
Scott ES	Sara Miller			X	
Steele ES	(Does have a SAC Chair – Henry Watts)				
Stratton ES	Nila Rickard	X	X	X	
Stratton ES	Julie Edner	X			
Taylor ES	(Does have a SAC Chair – Billy Adams)				
Trailblazer ES	(Does have a SAC Chair – Enid Ruiz-Mattei)				
Twain ES	Alyssa Webb	X	X		
Twain ES	Nicole Greenberg		X		
West MS	Jacilyn Evans	X			
West ES	Erin Trujillo		X		
West ES	Sarah Harbin		X		
Wilson ES	Stephanie Atencio	X			
Wilson ES	Tricia Kelly	X			
Galileo MS	Lesa Finger	X	X	X	
Galileo MS	Wendy Crunkleton	X		X	
Galileo MS	Ken Miller		X		
Holmes MS	Desiree Leonard	X	X	X	
Holmes MS	Steph Carlson			X	
Jenkins MS	Darren Joiner	X	X		
Jenkins MS	John Harding	X			
Mann MS	Leah Segura	X			
North MS	Chris Kilroy	X			
North MS	Robb Feedback			X	
Russell MS	David Dubois	X	X		
Russell MS	Dee Hart		X		

**SAC Training Attendance  
2018-2019**

School/ Department	Name of Attendee	9-13-18	11-8-18	1-31-19	4-4-19
Sabin MS	Neil Pettigrew	X	X	X	
Sabin MS	Velvet Stepanek	X	X	X	
Sabin MS	Suzanne Warrington	X			
Sabin MS	Steve Stepp	X			
Swigert MS	Daryl Trujillo	X			
Swigert MS	Tina Gossett	X			
West MS	(Does have a SAC Chair – Maria Masone)				
Coronado HS	Doug Abernathy		X		
Doherty HS	Lolly VanTeylingen Offutt	X			
Doherty HS	Audrey DeRubin	X		X	
Doherty HS	Velvet Stepanek	X	X	X	
Doherty HS	Staci Ruddy	X	X		
Doherty HS	Nana Cortes	X			
Doherty HS	Dawn Grubbs	X			
Doherty HS	Amy Spaulding		X	X	
Doherty HS	Brian Ruddy		X		
Mitchell HS	Cynthe Winebrenner	X	X	X	
Mitchell HS	Carlos Perez	X			
Mitchell HS	Brenda Duzenack	X	X		
Mitchell HS	Tina Gossett	X			
Mitchell HS	Rena Harris	X	X		
Mitchell HS	Cindy Aubrey	X			
Palmer HS	Carl Schueler			X	
The Bijou School	Tineke Seilaffe	X			
The Bijou School	Marie Bryan	X			
The Bijou School	Kimberley Johnston	X			
The Bijou School	Elneta Harj-Bruna	X			
Achieve K-12	Dan Ottersberg	X		X	
Achieve K-12	Frank Krajec	X		X	
Odyssey Echo	Joseph Mezzofante	X	X		
Community Prep	Yvonne Boggs		X		
Community Prep	Gayle Hinrichs		X		
Community Prep	Beth Cutter		X		
Roosevelt Charter	LynDel Randash	X	X	X	
Roosevelt Charter	Marquita Carr	X			
Budget Subcomm	Jan Rennie	X	X		
T&SS Chair	Lyman Kaiser	X	X	X	
Accreditation	Ed Plute	X	X	X	
BOE	Julie Ott	X	X	X	



**SAC Training Attendance  
2018-2019**

School/ Department	Name of Attendee	9-13-18	11-8-18	1-31-19	4-4-19
BOE	Nora Brown	X			
BOE	Theresa Null		X		
Military Liaison	Victoria Henderson	X	X	X	
T&SS	LouAnn Dekleva	X	X	X	
Admin Support	Trudy Tool	X	X	X	
Presenter	Cory Notestine		X		
Presenter	Natasha Crouse		X		
T&SS	Jan Tanner		X		
Presenter	Sonia Urban		X		
Presenter	Desiree Smith		X		
Dept Super	Glenn Gustafson		X		
Counseling	Jennifer Schulte		X		
Dept Super	Dave Engstrom		X		
Presenter	Eric Mason		X		
Presenter	Tom Hunt		X		
Vice Chair	Wendy Chiado	X			
Presenter	Janeen Demi-Smith			X	
Presenter	Ashley Byers			X	
<b>Total Attendees</b>		<b>80</b>	<b>54</b>	<b>40</b>	

Schools who have not attended the first three trainings:

- Carver ES
- Edison ES
- Freedom ES
- Fremont ES
- Howbert ES
- Queen Palmer ES
- Steele ES
- Taylor ES
- Trailblazer ES
- West MS



### **Information from the Training & SAC Support Meeting on February 12, 2019**

- The following people indicated they will reach out to the following schools:
  - Jan Tanner – Edison ES & Steele ES
  - Vicki McClaughlin – Taylor ES, Trailblazer ES, West MS
  - Parth Melpakam – Fremont ES, Howbert ES
  - Velvet Stepanek – Carver ES
- The four topics we have decided to have at the April training are:
  - Social Emotional Learning
  - Project Based Learning
  - ACT Schools
  - CTE Programs (roll in ICAP)