

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Mr. Michael Thomas, Superintendent

**District Accountability Committee
Full DAC Committee Meeting**

August 16, 2018

6:00 – 8:00 pm

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

1. Welcome/Introductions/Opening Remarks– Dr. Parth Melpakam, DAC Chair– 10 minutes
2. District 11 Direction & Vision – Mr. Michael Thomas, Superintendent – 15 minutes
3. Appointment of Subcommittee Chairs – Dr. Parth Melpakam, DAC Chair – 15 minutes
4. Review of District Diagnostics – CDE Report – Jeremy Koselak – 15 minutes
5. Overview of 2018 CMAS Data – Jeremy Koselak/EDSS rep– 45 minutes
6. Training and SAC Support Subcommittee Report – Lyman Kaiser – 10 minutes
7. Miscellaneous – Dr. Parth Melpakam – 10 minutes

T & SS meetings, September 4, October 2, November 6, December 4, January 8, February 5, March 5,
April 2, May 7, Garden Level Conference Room

SAC Training, September 13, November 8, January 31, April 4, Tesla

DAC meetings, September 20, October 18, November 15, January 17, February 21, March 21, April 18,
May 16, Tesla

2018 District 11 Diagnostic (Executive Summary)



Purpose: The primary purpose of the district diagnostic is to give district leadership feedback on strengths and challenges concerning district systems and recommended next steps to guide future planning and support improvement at the school and district level.

Who was interviewed? On April 13th, 2018, upon the district's request, the Colorado Department of Education integrated their school turnaround team and MTSS team to interview 40 district personnel, including all members of executive cabinet, BOE president, DAC members, CEA leaders, 4 principals, and representatives across ICSS, EDSS, IT, and the Achieve Team. The team also collected artifacts and based the diagnostic on observations across the district and school sites.

Communication Plan: A communication plan has been developed to share the report (as an executive summary and in its entirety) with various stakeholder groups in alignment with the Superintendent's strategic planning process.

OVERALL STRONG FOUNDATIONS TO BUILD ON:

1. District personnel consists of dedicated and competent individuals. This includes many high-quality teachers and leaders with 'know-how'. There's a strong professional culture in place.
2. There's a palpable sense that the district has tackled some major initiatives in the past, is engaged in meaningful work, and ready to build on previous work. There's a sense of hope as the district looks to the future. Stakeholders recognize the need for continuous improvement and are not shying away from changes to better support students.
3. The community has shown support for the district via the recent 2017 approval of a Mill levy to address a number of priority needs. The district has taken strides to improve customer service.
4. As a district, there's been an increasing focus on supporting the needs of all learners. This has led to a focus on providing more strategic supports to schools and shifts in district systems to better meet the needs of students.
5. There's a strong work ethic across the district. Staff demonstrates willingness to take action on behalf of students.

SUMMARY OF RECOMMENDATIONS

- #1: Prioritized Strategic Planning
- #2: Progress Monitoring and Accountability
- #3: Tiered Supports for Schools

Recommendation #1:

Prioritized Strategic Planning

Significantly limit the number of priorities through the development of a clear strategic plan. Based on priorities, create or revise internal structures to ensure communication around those priorities and alignment of fiscal resources/grants, district personnel, support structures, and professional development to those priorities.

Questions:

i. Strategic Planning:

1. What are the key levers the district is focusing on to improve outcomes for students? All tasks should be in alignment with these priorities and emphasized in district communications.
2. What are the high-level outcomes associated with those priorities that the board and the district will monitor?
3. How do the identified priorities fit within each of the divisions/units at the district? Where does each individual person's work fall within the district priorities?
4. Once the priorities are set, what needs to be in place to support effective implementation?
 - a. What structures can be used to allow district staff, principals, and teachers to implement the priorities?
 - b. What processes need to be implemented district wide and school wide to allow district staff, principals, and teachers to implement the priorities? (i.e. Process for looking at data? Process for looking at student work? Processes for communication? Process for decision-making among staff, principals, and teachers?
 - c. What are expectations around implementation of new learning from professional development? How can professional development be consistent and aligned to the priorities? How does professional development need to be differentiated to support schools?
 - d. How is implementation of each priority monitored?

ii. Communication:

1. How do you move from having stakeholders merely the receivers of information to enactors of the strategic plan based on the information they receive?
2. How can you at the central office help everyone at every level understand their role in supporting the district priorities and continue to serve as those communicators on an ongoing basis?
3. What does success look like? How will you know? How do you communicate this and ensure all stakeholders understand this?

iii. Teaming and Support Structures:

1. What role does each unit and individual within the central office play in the implementation of the strategic plan?
2. Aside from steering committees/working groups, how is feedback solicited from all stakeholders (school based and central office based) that have a stake in the decision or will play a role in the implementation of the decision?

iv. Decision-making:

1. How are programmatic decisions made? Are these decisions based on data both in a decision to adopt a program and to evaluate its effectiveness? Are decisions made that address root causes?
2. Who needs to be involved in decisions? How are decisions communicated?
3. Is it clear to stakeholders what decisions that have input in versus what decisions will be made by leadership?
4. How do you make sure decisions align with your strategic plan or vision for the district?

Next Step:

1. Review common themes/elements/components of strong strategic plans and use that to ground the development of the district strategic plan.
2. Limit the number of strategic priorities in the plan to 3-4.
3. Engage in a robust strategic plan development process that's inclusive of the Board of Education, new Superintendent, district staff, school leaders, and a wide-range of community stakeholders.
4. Clearly identify plan benchmarks to showcase areas of success and to help alleviate challenge areas with more rapid responses.
5. Determine next steps for 1) communication and rollout of the strategic plan; 2) ongoing communication around progress for each element of the strategic plan; 3) Teaming and support structures at the central office to support implementation of the strategic plan; and 4) Decision-making rights of individual stakeholders and stakeholder groups within the district.

Recommendation #2:

Progress Monitoring and Accountability

Create clear systems for selection and implementation of strategic priority initiatives. Develop accountable structures and processes to monitor consistent implementation of strategies across the district.

Questions:

1. When it comes to implementation of new initiatives or new learning following PD, when is it a school-based decision to participate and when is it a district-mandated decision?
2. What are the high-level outcomes associated with those priorities that the board and the district will monitor?
3. To what degree are initiatives being implemented at each school and across the district? How do you know how successful that implementation is?
4. What structures and processes need to be put in place to assess the efficacy of programs used by schools?
5. How do you create an accountable culture without creating a culture of fear?

Next Steps:

1. Create a strategy for deploying resources to schools
2. Develop a structure and process for monitoring implementation of priorities and initiatives and regular reflection cycles before changing course.
3. Develop outcomes and look fors/success criteria to more accurately monitor and assess implementation.
- 4 Develop a theory around what programmatic elements schools can and can't opt in and out of. This should be limited to the number of things all central staff has the capacity to monitor and hold school leadership accountable for.
5. Define the relationship the district has with schools related to school autonomy when it comes to resource allocation and implementation.

Recommendation #3:**Tiered Supports for Schools**

Refine and further develop differentiated support structures for schools across the district.

Questions:

1. What is the district philosophy on low-performing schools? How does a district-wide vision guide that philosophy?
2. What are the early warning indicators for principals (not their schools) that are struggling? (e.g. school leader spends more time handling discipline than in classrooms doing observations, high levels of staff dissatisfaction in exit interviews/TLCC survey data, etc.)
3. What is earned autonomy, defined autonomy?
4. How can you create a culture that values urgency but also values risk-taking and growth mindset?
5. How do you identify schools that need the most support beyond SPF data?
6. What is the role of principal managers in supporting low performing schools and/or struggling principals? Are they set up to fulfill that role? How do principal managers then work with district staff to coordinate support to schools?

Next Steps:

1. Analyze and evaluate other examples of district support structures. Use those examples to ground the development of the district philosophy, systems, and structures around tiered school support.
2. Develop a series of coherent and aligned leadership development trainings. Differentiate PD offerings in the following ways: 1. School leaders vs District Leaders 2. New to District School leaders vs Veteran School Leaders 3. Leaders supporting school Leaders 4. Based on willingness and skillset
3. Craft a vision based on the Theory of Change. Name explicitly how your central office operates and interacts with schools. Be sure to define the level of autonomy and support offered.



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2018 PARCC Report: Average Scale Score

District 11 by School

Two Year Comparison: 2017 to 2018

English Language Arts (ELA) and Mathematics

Average Scale Score (SS)	2017 ELA	2018 ELA	ELA CHANGE	2017 MATH	2018 MATH	MATH CHANGE
COLORADO (Baseline)	739.5			734.3		
DISTRICT 11	737.1	740.1	↑ 3.0	734.6	736.6	↑ 2.0
Academy ACL*	753.5	757.0	↑ 3.5	755.9	758.9	↑ 3.0
Adams	719.4	723.1	↑ 3.7	718.1	720.9	↑ 2.8
Audubon	742.4	734.1	↓ -8.3	736.5	739.2	↑ 2.7
Bristol	745.3	752.9	↑ 7.6	743.6	740.5	↓ -3.1
Buena Vista	739.2	747.2	↑ 8.0	728.9	732.1	↑ 3.2
Carver	730.4	731.9	↑ 1.5	730.2	729.3	⇒ -0.9
Chipeta	767.2	770.3	↑ 3.1	766.5	767.5	↑ 1.0
Columbia	745.8	755.2	↑ 9.4	733.4	745.9	↑ 12.5
Edison	730.2	734.3	↑ 4.1	732.3	736.1	↑ 3.8
Freedom	742.3	742.0	⇒ -0.3	740.8	739.9	⇒ -0.9
Fremont	743.9	741.7	↓ -2.2	742.0	741.2	⇒ -0.8
Globe	737.5	746.0	↑ 8.5	728.4	731.6	↑ 3.2
Grant	744.4	744.1	⇒ -0.3	736.2	737.5	↑ 1.3
Henry	742.9	740.5	↓ -2.4	734.8	736.3	↑ 1.5
Howbert	747.7	752.2	↑ 4.5	749.6	743.1	↓ -6.5
Jackson	730.8	737.4	↑ 6.6	726.9	729.8	↑ 2.9
Keller	736.8	734.1	↓ -2.7	726.7	721.6	↓ -5.1
King	741.7	741.0	⇒ -0.7	734.0	737.1	↑ 3.1
Madison	730.2	739.8	↑ 9.6	731.2	743.4	↑ 12.2
Martinez	744.2	746.0	↑ 1.8	738.1	736.3	↓ -1.8
McAuliffe	730.5	730.4	⇒ -0.1	736.1	734.2	↓ -1.9
Midland	724.4	729.6	↑ 5.2	735.4	727.9	↓ -7.5
Monroe	712.5	721.6	↑ 9.1	711.5	719.8	↑ 8.3
Penrose	726.0	732.9	↑ 6.9	727.0	727.7	⇒ 0.7
Queen Palmer	723.0	724.1	↑ 1.1	722.3	723.4	↑ 1.1
Rogers	721.5	730.0	↑ 8.5	716.7	721.2	↑ 4.5
Roosevelt Charter	723.4	726.8	↑ 3.4	728.8	730.9	↑ 2.1
Rudy	746.8	751.2	↑ 4.4	745.4	749.1	↑ 3.7
Scott	751.6	752.0	⇒ 0.4	747.9	749.4	↑ 1.5
Steele	750.5	751.4	⇒ 0.9	749.3	749.1	⇒ -0.2
Stratton	749.5	753.4	↑ 3.9	750.2	748.2	↓ -2.0
Taylor	748.1	756.8	↑ 8.7	743.5	745.6	↑ 2.1
Trailblazer	743.0	740.8	↓ -2.2	736.5	737.1	⇒ 0.6
Twain	731.9	731.9	⇒ 0.0	729.2	732.6	↑ 3.4
West ES	728.0	730.1	↑ 2.1	718.3	719.9	↑ 1.6
Wilson	722.5	724.4	↑ 1.9	721.4	725.0	↑ 3.6



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2018 PARCC Report: Average Scale Score

District 11 by School

Two Year Comparison: 2017 to 2018

English Language Arts (ELA) and Mathematics

Average Scale Score (SS)	2017 ELA	2018 ELA	ELA CHANGE	2017 MATH	2018 MATH	MATH CHANGE
COLORADO (Baseline)	740.1			731.2		
DISTRICT 11	733.9	736.8	↑ 2.9	723.5	726.5	↑ 3.0
Galileo	723.3	721.8	↓ -1.5	712.3	713.1	⇒ 0.8
Holmes	746.5	749.6	↑ 3.1	732.8	737.8	↑ 5.0
Jenkins	742.0	740.7	↓ -1.3	735.2	735.5	⇒ 0.3
Mann	730.1	733.8	↑ 3.7	715.5	723.5	↑ 8.0
North	731.3	743.5	↑ 12.2	717.1	722.0	↑ 4.9
Russell	739.8	742.1	↑ 2.3	725.7	725.9	⇒ 0.2
Sabin	726.6	728.9	↑ 2.3	719.5	720.6	↑ 1.1
Swigert	719.8	716.8	↓ -3.0	715.6	715.3	⇒ -0.3
West MS	732.3	747.7	↑ 15.4	722.1	735.3	↑ 13.2

Average Scale Score (SS)	2017 ELA	2018 ELA	ELA CHANGE	2017 MATH	2018 MATH	MATH CHANGE
Academy ACL**	762.7	764.3	↑ 1.6	758.1	755.2	↓ -2.9
Achieve Online **	714.0	724.0	↑ 10.0	709.2	725.2	↑ 16.0
Tesla**	719.1	714.3	↓ -4.8	708.5	709.1	⇒ 0.6

Mean (average) scale scores (SS) calculated using PearsonAccessNext data excluding students not continuous in responsible school or expelled. 2017 and 2018 values calculated with same method.

CoAlt and CSLA scores not included, so School Performance Framework values may vary slightly from those presented here.

* Grades 3-5

** Grades 6-8

Accreditation Rating

Official rating based on: 1-Year DPF report

Accredited with Improvement Plan: Low Participation

47.7 / 100

The district's 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 and meeting assurances. Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Distinction

Accredited

47.7%

Improvement

Priority Imp

Turnaround

The Accreditation Category presented above is based on the total percent of framework points earned out of points eligible:

Accredited with Distinction: at or above 74.0%

Accredited with Performance Plan: at or above 56.0%-below 74.0%

Accredited with Improvement Plan: at or above 44.0%-below 56.0%

Accredited with Priority Improvement Plan: at or above 34.0%-below 44.0%

Accredited with Turnaround Plan: below 34.0%

Insufficient Data: No reportable data or only PWR data

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	46.4%	13.9 / 30	Approaching
Academic Growth	49.1%	19.6 / 40	Approaching
Postsecondary & Workforce Readiness	47.2%	14.2 / 30	Approaching

Assurances

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	17,972	16,493	91.8%	1,171	98.3%	Meets 95%
Math	17,962	16,487	91.8%	1,177	98.2%	Meets 95%
Science	5,975	4,812	80.5%	1,000	96.7%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	52.8%	21.1 / 40	Approaching	51.1%	Improvement
	Academic Growth	50.0%	30 / 60	Approaching		
Middle	Academic Achievement	43.1%	17.2 / 40	Approaching	46.6%	Improvement
	Academic Growth	49.0%	29.4 / 60	Approaching		
High	Academic Achievement	43.4%	13 / 30	Approaching	46.6%	Improvement
	Academic Growth	48.4%	19.4 / 40	Approaching		
	Postsecondary & Workforce R..	47.2%	14.2 / 30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 District Performance Framework

1010: COLORADO SPRINGS 11

Level: Middle - (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	4,822	90.8%	733.8	34	8 / 16	Approaching
	English Learners	584	95.0%	721.4	11	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	2,900	91.7%	726.3	20	1 / 2	Approaching
	Minority Students	2,327	92.7%	726.8	21	1 / 2	Approaching
	Students with Disabilities	519	90.7%	700.1	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	4,861	90.9%	722.9	29	8 / 16	Approaching
	English Learners	623	96.2%	714.8	12	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	2,931	91.8%	715.7	13	.5 / 2	Does Not Meet
	Minority Students	2,358	92.8%	716.4	14	.5 / 2	Does Not Meet
	Students with Disabilities	520	91.0%	694.1	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	1,550	85.4%	554.8	27	8 / 16	Approaching
	English Learners	191	92.8%	492.8	4	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	892	85.9%	523.8	14	.5 / 2	Does Not Meet
	Minority Students	736	88.8%	520.9	12	.5 / 2	Does Not Meet
	Students with Disabilities	167	88.3%	451.0	1	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	31 / 72	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	4,336	42.0	8 / 16	Approaching
	English Learners	569	40.0	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	2,612	40.0	1 / 2	Approaching
	Minority Students	2,116	41.0	1 / 2	Approaching
	Students with Disabilities	398	42.0	1 / 2	Approaching
CMAS - Math	All Students	4,316	38.0	8 / 16	Approaching
	English Learners	570	38.5	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	2,590	35.0	1 / 2	Approaching
	Minority Students	2,109	37.0	1 / 2	Approaching
	Students with Disabilities	396	33.5	.5 / 2	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	23.5 / 48	Approaching

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	1,210	38.0	4 / 8	Approaching
	English Learners	191	38.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	676	37.0	.5 / 1	Approaching
	Minority Students	637	37.0	.5 / 1	Approaching
	Students with Disabilities	91	39.0	.5 / 1	Approaching
CMAS - Math	All Students	965	42.0	4 / 8	Approaching
	English Learners	159	49.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	571	43.0	.5 / 1	Approaching
	Minority Students	520	42.0	.5 / 1	Approaching
	Students with Disabilities	85	35.0	.5 / 1	Approaching
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	1,348	47.0	4 / 8	Approaching
	English Learners	163	38.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	572	40.0	.5 / 1	Approaching
	Minority Students	607	40.0	.5 / 1	Approaching
	Students with Disabilities	66	30.0	.25 / 1	Does Not Meet
CO PSAT TO SAT - MATH	All Students	1,348	45.0	4 / 8	Approaching
	English Learners	163	34.0	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	572	39.0	.5 / 1	Approaching
	Minority Students	607	39.0	.5 / 1	Approaching
	Students with Disabilities	66	23.0	.25 / 1	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	23.25 / 48	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value					
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group			
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math		
		Exceeds	16	8	2.0	1.00		
		Meets	12	6	1.5	0.75		
		Approaching	8	4	1.0	0.50		
	Does Not Meet	4	2	0.5	0.25			
	Students Previously Identified for a READ Plan (bonus point)							
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points						
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP	
			E & M	H	E & M	H		
		Exceeds	16	8	2.0	1.00		-
		Meets	12	6	1.5	0.75		-
		Approaching	8	4	1.0	0.50		-
	Does Not Meet	4	2	0.5	0.25	-		
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:							
	• at or above 559.1	Exceeds				2.0		
	• at or above 509.2 but below 559.1	Meets				1.5		
	• at or above 462.3 but below 509.2	Approaching				1.0		
	• below 462.3	Does Not Meet				0.5		
	Mean CO SAT Math scale score was**:							
	• at or above 543.4	Exceeds				2.0		
	• at or above 491.7 but below 543.4	Meets				1.5		
	• at or above 446.5 but below 491.7	Approaching				1.0		
	• below 446.5	Does Not Meet				0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):							
	• at or below 0.5%	Exceeds				4		
	• at or below 2.0% but above 0.5%	Meets				3		
	• at or below 5.0% but above 2.0%	Approaching				2		
	• above 5.0%	Does Not Meet				1		
	Matriculation Rate (of all schools in 2016):							
	• at or above the 73.1%	Exceeds				2.0		
	• at or above 59.3% but below 73.1%	Meets				1.5		
	• at or above 41.4% but below 59.3%	Approaching				1.0		
	• below 41.1%	Does Not Meet				0.5		
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	4		1.00				
• at or above 85.0% but below 95.0%	Meets	3		0.75				
• at or above 75.0% but below 85.0%	Approaching	2		0.50				
• below 75.0%	Does Not Meet	1		0.25				

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.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• 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 per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	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)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

DISTRICT CMAS GROWTH REPORT | 1010: COLORADO SPRINGS 11

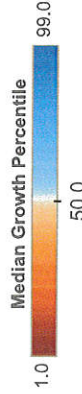


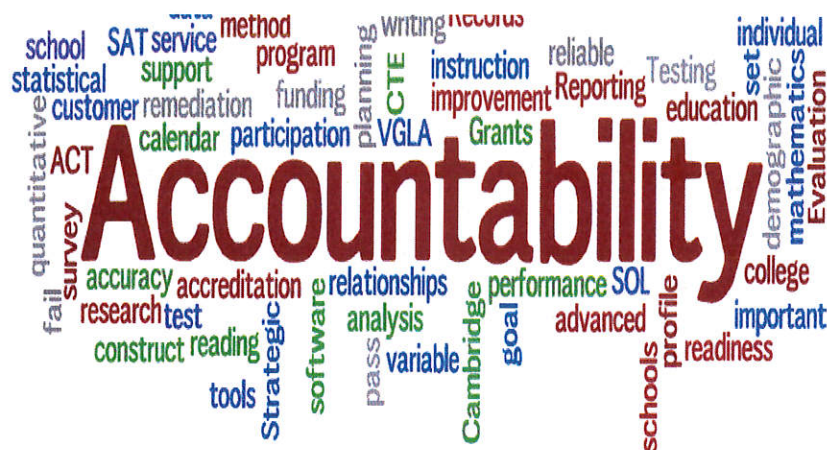
Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' Colorado Measures of Academic Success (CMAS) scores in English Language Arts and Math over consecutive years. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGPs) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly. Missing data in the table reflect fewer than 20 students in the group; data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results.

For related resources, including PSAT/SAT growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

		ENGLISH LANGUAGE ARTS						MATH					
		District			State			District			State		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
ALL STUDENTS GRADE LEVEL	All Students	48.0	43.0	49.0	50.0	50.0	50.0	47.0	42.0	47.0	50.0	50.0	50.0
	04	47.0	44.0	50.0	50.0	50.0	50.0	48.0	43.0	53.0	50.0	50.0	50.0
	05	54.0	49.0	48.0	50.0	50.0	50.0	52.0	50.0	51.0	50.0	50.0	50.0
	06	46.0	42.0	44.0	50.0	50.0	50.0	37.0	31.0	40.0	50.0	50.0	50.0
	07	45.0	41.0	50.0	50.0	50.0	50.0	48.0	44.0	46.0	50.0	50.0	50.0
	08	46.5	46.0	51.0	50.0	50.0	50.0	46.5	40.0	43.0	50.0	51.0	50.0
	09	43.0	38.0		50.0	50.0		50.0	42.0		49.0	50.0	
	English Learners	48.0	42.0	48.0	50.0	51.0	50.0	43.0	43.0	45.0	47.0	49.0	48.0
	Non-English Learners	48.0	44.0	49.0	50.0	50.0	50.0	48.0	42.0	47.0	51.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	46.0	41.0	47.0	47.0	48.0	47.0	44.0	40.0	45.0	46.0	46.0	46.0
	Non-FRL	51.0	47.0	51.0	52.0	52.0	52.0	52.0	45.0	49.0	53.0	53.0	53.0
GENDER	Female	53.0	48.0	52.0	55.0	55.0	54.0	47.0	41.0	46.0	51.0	50.0	50.0
	Male	43.0	40.0	46.0	45.0	46.0	46.0	47.0	43.0	47.0	49.0	50.0	50.0
GIFTED	Gifted and Talented	57.0	52.0	58.5	60.0	58.0	59.0	55.0	52.0	58.0	60.0	58.0	59.0
	Non-Gifted and Talented	47.0	42.0	47.0	49.0	49.0	49.0	46.0	41.0	45.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	36.0	39.0	42.0	38.0	41.0	42.0	37.0	37.0	43.0	40.0	43.0	43.0
	Non-IEP	49.0	44.0	49.0	51.0	51.0	51.0	48.0	42.0	47.0	51.0	51.0	51.0
MIGRANT	Migrant				45.0	49.0	47.0				42.0	47.0	43.0
	Non-Migrant	48.0	43.0	49.0	50.0	50.0	50.0	47.0	42.0	47.0	50.0	50.0	50.0
MINORITY	Minority	46.0	42.0	47.0	49.0	49.0	48.0	44.0	40.0	44.0	47.0	48.0	48.0
	Non-Minority	50.0	45.0	50.0	51.0	51.0	51.0	50.0	44.0	49.0	53.0	52.0	52.0
PERFORMANCE LEVEL	At or Above Benchmark	46.0	43.0	48.0	50.0	50.0	50.0	45.0	40.0	46.0	50.0	50.0	50.0
	Below Benchmark	48.0	44.0	49.0	50.0	50.0	50.0	47.0	43.0	47.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native	47.5	39.5	51.0	47.0	46.0	46.0	45.0	32.5	56.0	46.0	45.0	48.0
	Asian	55.0	56.0	58.5	59.0	58.0	58.0	52.0	57.0	45.5	59.0	58.0	59.0
	Black	43.0	40.0	43.0	48.0	48.0	46.0	43.5	35.0	42.0	46.0	45.0	46.0
	Hispanic	45.0	41.0	48.0	48.0	48.0	48.0	43.0	39.0	44.0	46.0	47.0	47.0
	White	50.0	45.0	50.0	51.0	51.0	51.0	50.0	44.0	49.0	53.0	52.0	52.0
	Hawaiian/Pacific Islander	54.5	57.0	53.5	50.0	53.5	50.0	57.5	51.5	41.0	53.0	50.0	51.0
	Two or More Races	48.0	46.0	45.5	51.0	51.0	50.0	46.0	45.0	46.0	51.0	51.0	51.0





SCHOOL ACCOUNTABILITY COMMITTEE (SAC) TRAINING

When:
September 13, 2018
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:

- **SUPERINTENDENT
THOMAS –
WELCOME &
VISION**
- **A FORMAT THAT
INCLUDES FIVE
TRAINING TOPICS
IN 2 SESSIONS –
CHOOSE THE
TRAINING THAT
WILL BENEFIT YOU
THE MOST –
TRAINING TOPICS
INCLUDE:**
 - **SAC 101**
 - **ACT
Development/UIP**
 - **SPF/Growth**
 - **Galileo K-12-new
assessment plan**
 - **Peachjar/
Communication/
Volunteers**

DAC Committee Members by Category 2018-2019

Date:

Category	Name	Phone #	Email	Affiliation/Location	Sign-in
Chair	Parth Melpakam	264-9188	parth.melpakam@d11.org ;	Chair	
Vice Chair (Membership Committee)	Wendy Chiado	574-3708	wchiado@aol.com ; wendy.s.chiado@aero.org ;	Vice Chair	
4 parents with students in District regular elementary schools	1. Vicky McLaughlin 2. Darleen Daniels 3. Carol Nuss 4. Joel Diehl	661-3339 649-2277 213-0662	Vmcloughlin1013@gmail.com ; Dmdnsd2010@yahoo.com ; nussmoose@gmail.com ; jsdiehl@gmail.com ;	Parent/Buena Vista ES Parent/Martinez ES Parent/King ES Parent/Midland ES	
1 parent with a student identified as GT /Special Needs	1. Nila Rickard	217-9409	nilarickard@yahoo.com ;	Stratton ES	
1 parent with a student identified as ELL	1. Cass Daley	332-0005	cassdaleydesigns@usa.net ;	Palmer HS	

Category	Name	Phone #	Email	Affiliation/Location	Sign-in
2 parents with students in District regular middle schools	1. Velvet Stepanek	964-6002	vstepanek@msn.com ;	Parent/Sabin MS	
	2. Desiree Leonard	217-2087	Angelicpresents13@gmail.com ;	/Doherty HS Parent/Holmes MS	
2 parents with students in District regular high schools	1. Staci Ruddy	570-7007	staci.ruddy@gmail.com ;	Parent/Doherty HS	
	2. Carl Schueler	385-5391	cschueler@springsgov.com ;	Parent/Palmer HS	
1 parent with a student in a District alternative school	1. Joseph Mezzofante		mezzofantej@gmail.com ;	Parent/Odyssey ECHO	
1 parent with a student in a District charter school	1. TBD				
3 teachers (one elementary, one middle and one secondary)	1. Esther Smith	328-2475	Esther.Smith@dd11.org ;	Teacher/North MS	
	2. Carla Scott	574-1883	Carla.Scott@dd11.org ;	Teacher/Carver ES	
	3. Amanda Hawkins	328-6719	Amanda.Hawkins@dd11.org ;	Teacher/Mitchell HS	
	4. LynDel Randesh	637-0311	lrandash@rca-csprings.org ;	Teacher/Roosevelt Edison	

Category	Name	Phone #	Email	Affiliation/Location	Sign-in
3 school administrators (one elementary, one middle and one secondary)	1. Aaron Ford 2. Chris Kilroy 3. Carlos Perez	328-5703 328-2402 328-6602	Aaron.Ford@d11.org ; Christopher.Kilroy@d11.org ; Carlos.Perez@d11.org ;	AP/Grant ES/Martinez ES Principal/North MS Principal/Mitchell HS	
1 ESP representative	1. Cynthe Winebrenner	328-6666	Cynthe.Winebrenner@d11.org ;	ACE Job Coach/Mitchell HS	
4 community members living in the District without students in District schools	1. Lyman Kaiser 2. Bob Null 3. Stacy Fisher 4. Sally Sue Coddington	260-6187 473-7455 928-660-1300 635-0242	Lyman.kaiser@comcast.net ; bob@bobnull.com ; sfishr@yahoo.com ; sscodd@comcast.net ;	Community/No students Community/No students Community/No students Community/No students	
1 person involved in business or industry within the District's boundaries	1. Chyrese Exline	229-4670	Chyreseexline@gmail.com ;	Business	
1 person associated with the military community at Peterson AFB	1. Victoria Henderson	556-6141 556-7832	Victoria.Henderson.1@us.af.mil ; Carnation011476@yahoo.com ;	Military Liaison	

Category	Name	Phone #	Email	Affiliation/Location	Sign-in
Chair of the DAC Budget Committee	TBD				
Chair of the DAC Accreditation/Achievement Committee	TBD			Chair – Accreditation/Achievement	
Administrative Liaison (Appointed by the Superintendent) ex- officio, non-voting member	TBD	520-2017		Assistant Superintendent – Personnel Support Services	
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	toolte@d11.org	Personnel Support Services	

Opportunities for DAC Members

D-11 Parent University

District 11 is in the process of exploring a concept called Parent University. It will be held at the four traditional high schools and RJWAC – rotating the schedule during the year one at each location for their aligned feeder schools. The idea is to present topics that are of interest and importance to parents, such as:

- Cyber bullying;
- Mental health/suicide;
- Attendance and Discipline;
- Parent communications
- Trauma informed care, etc.

The topics will depend on the interest of that group of aligned schools and will also reflect any school environment/culture items listed on school USIP.

A panel of district and school personnel (Principals, District Admin etc.) is being assembled to explore this concept and discuss relevant topics.

NEED: 1 Parent DAC Member to add input into this panel. Since the emphasis of this Parent University is to provide relevant information to parents, a parent voice in this panel would be invaluable.

MEETINGS: The panel will probably meet about 4 or 5 times throughout the school year.

CONTACT: If you are interested or have additional questions, please contact

LouAnn Dekleva – LouAnnDekleva@d11.org (or)

Trudy Tool - Trudy.Tool@d11.org (or)

Parth Melpakam – melpakam@yahoo.com

Next Generation Learning

District 11 is creating a team to dive into the work of Next Generation Learning during the 2018-2019 school year. D-11 is teaming with Great Schools Partnership (GSP) so as to focus on scaling [deeper learning practices](#) across 80% of the District over the next three years. GSP are experts in competency-based learning systems and have led the charge in the New England states and around the country.

This work is designed to help the district meet the unique needs of every learner and bring relevance to school, especially for those furthest from the opportunity. The idea is to invest in the leadership of the district, specifically principals and central office administrators, to not only enable [next generation learning implementation](#) in schools but lead the roll out in manageable scales.

NEED: DAC has been invited to be part of this team. There is currently one slot open for a DAC member (preferably a parent who currently has a child in D-11).

To be part of the team, you will need to commit to eight, full days of training during the 2018-2019 school year. The first two seminars (of four) will be held on:

- August 20 and 21 at Tesla Professional Development Center
- October 15 and 16 in Colorado Springs (site to be determined)
- The other two seminar dates will be determined on August 21

CONTACT: If you are interested or have additional questions, please contact as soon as possible

Parth Melpakam – DAC Chair – melpakam@yahoo.com (or)

Trudy Tool - Trudy.Tool@d11.org

The attached document provides additional details about this opportunity.

Building Capacity for Competency-based Learning Leadership in District 11

Hewlett Grant-supported Work with Great Schools Partnership 2018 - 2020

By 2021, 80% of District 11 schools will implement next generation ecosystems

Beginning in August of 2018 and with the support of the Hewlett Next Generation Learning grant, [Great Schools Partnership](#) will convene strategically selected personnel from District 11's Central Office and launch a multi-year training and learning experience. GSP has partnered with District 11 in various capacities since 2015.

The targets of our work are:

- To understand and apply the rationale, research base, beliefs and practices inherent in personalized competency-based learning systems.
- To connect Central Office personnel roles directly to the success of personalized competency-based learning at the district, school, teacher, and student level.
- To build coherence and response capacity within the Central Office around support, leadership, management and scaling of personalized CBL in District 11.

Who Should Attend?

- Key Central Office personnel: Superintendent, Executive Directors, ICSS and EDSS staff
- Representative Board of Directors members
- CDE representatives with supporting roles in D11's MTSS model
- Representative cross-section of D11 school personnel with relevant skills and perspectives

The Great Schools Partnership (GSP) experience will include:

- Four 2-day seminars in 2018-19 and one 2- or 3-day seminar in 2019-20;
- Virtual contact / coaching between seminars
- Learning immersion "assignments" between seminars in one or more D11 schools, co-designed with GSP and the host school.

As a participant here are some ways you will likely experience this opportunity:

- Seminar days
 - Will be informative and highly participatory
 - Will showcase and apply relevant tools, graphics, and exemplars
 - Will model and apply processes that contribute to collegial culture, shared beliefs, and a focus on equitable outcomes for students
 - Will contribute to developing relationships and feedback loops
 - Will provide time for strategic planning
- Immersion assignments
 - Will support your learning through spending time in D11 schools and classrooms where personalized learning ecosystems are being developed now
- Virtual coaching contacts
 - Will provide as-needed coaching support from GSP to span the gaps between seminars

Questions?

- Scott Fuller, scott.fuller@d11.org
- Craig Kesselheim, ckesselheim@greatschoolspartnership.org

DISTRICT ACCOUNTABILITY COMMITTEE
(By-laws)

ARTICLE I: Name

The name of this organization will be the District Accountability Committee, or DAC, an advisory body, as required by Colorado law, to the Colorado Springs School District 11 Board of Education (the Board).

ARTICLE II: Purpose

The overall purpose of the DAC is to make recommendations to the Board relative to the administration of the program of accountability as provided by state law to include accreditation, achievement, Colorado Springs School District 11 (the District) and school performance plans and priorities for spending District funds.

Article III: Responsibilities

1. Advise the Board concerning preparation and review of the District's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required based on the District's accreditation category, and make recommendations at least annually to the Board concerning the contents of the plan [per C.R.S. 22-11-303 thru 22-11-306]. Such action should take into account input from School Accountability Committees (SACs) and school performance plans.
2. In coordination with the Administration (resource person), the DAC shall participate in the compilation, review and submission to the Board of school Performance, Improvement, Priority Improvement, and Turnaround plans submitted by the SACs [per C.R.S 22-11-403 thru 22-11-406].
3. Support individual schools and SACs in the development of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required based on the school's accreditation category.
4. Consider input and recommendations from the SACs concerning school principal evaluation procedures and development plans and support consideration by the District as appropriate.
5. Provide input and recommendations to the District, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher and principal evaluations.
6. Participate in the District accreditation process and evaluations of student achievement. Review and make recommendations regarding student achievement and the learning environment relative to defined District goals and objectives.
7. Make recommendations about the prioritization of expenditures of District funds with a focus on student achievement and safety, and with consideration of recommendations from SACs.

8. Review charter school applications and report to the District Board the findings of the reviews.
9. Work to increase the level of parent/guardian engagement in the District and in the schools of the District by publicizing opportunities to serve, soliciting parents/guardians to serve on the DAC and SACs, and assisting the District in implementing the parent/guardian engagement policy adopted by the Board.
10. Assist SACs and school personnel in increasing parents'/guardians' engagement with educators, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans (ICAP), and in creating students' plans to address chronic absenteeism and/or habitual truancy.
11. Provide input to the Board concerning the creation and enforcement of the District student conduct, discipline, and attendance code.
12. At least annually, in coordination with the Board, cooperatively determine any areas and issues that the DAC should study and then report the DAC findings and recommendations to the Board.
13. The Board may also task the DAC directly in other Board policies.

ARTICLE IV: Membership

The membership of the DAC shall be approved annually by the Board. The membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. Per state law and Policy AE, a parent/guardian shall not be eligible to serve in a parent/guardian category on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. Board members are not a required member or ex-officio member of the DAC. But their attendance is encouraged in order to gather information, as well as to ease communication with staff and stakeholders.

Section 1

The membership of the DAC shall consist of:

- Chair – (should be a parent/guardian, if not, then a community member)
- Vice - Chair (should be a parent/guardian, if not, then a community member – will also chair Membership subcommittee)
- 4 parents/guardians with students in District regular elementary public schools
- 1 parent/guardian with GT/or Special needs
- 1 parent/guardian from ELL
- 2 parents/guardians with students in District regular middle schools
- 2 parents/guardians with students in District regular high schools
- 1 parent/guardian with a student in a District alternative school

- 1 parent/guardian with a student in a District charter school
- 3 teachers (one elementary school, one middle school and one high school)
- 3 school administrators (one elementary school, one middle school, and one high school)
- 4 community members living in the District without students in District schools
- 1 person involved in business or industry within the District's boundaries
- 1 person associated with the military community at Peterson AFB
- 1 Education Support Professional
- Chair of the DAC Budget Subcommittee
- Chair of the DAC Accreditation/Achievement Subcommittee
- Administrative Liaison (Appointed by the Superintendent), ex-officio, non-voting member
- Administrative support, ex-officio, non-voting member

Recommendations for parent/guardian school representatives may be submitted to the DAC Membership Committee by each School Accountability Committee (SAC) by April 15th of the school year.

The DAC Membership Subcommittee will solicit community representatives, teachers, and administrators as needed; and work with the schools and school SACs to meet the membership guidelines outlined above consistent with policy AE.

Section 2

The term of membership on the DAC will be two years and may be renewed. The DAC and DAC Membership Subcommittee will strive to stagger the terms of the DAC membership in order to retain continuity and expertise on the DAC. The DAC Membership Subcommittee will make recommendations for membership to the DAC no later than one week before the May DAC meeting for the following school year. The DAC will forward recommendations for membership to the Board, for approval, no later than the first Board meeting in June for the following school year. The Board may add members or remove members as needed in coordination with the DAC.

The membership year will be from July 1 to June 30.

Section 3

Regular attendance is expected at DAC and DAC Subcommittee meetings. In the event a DAC voting representative cannot attend a meeting, he or she is expected to notify the Chair or administrative support person. Any member with two unexcused consecutive absences, or three excused absences, will be contacted by the Membership Committee chair or designee to determine his/her intent to continue on the DAC. In the event that a DAC member is unable to complete their term, the Membership Subcommittee will nominate a replacement to be approved by the DAC and then approved by the Board.

ARTICLE V: Officers

Section 1

The elected officers will be a chair and a vice-chair.

Section 2

The DAC chair will be elected annually and may serve no more than two consecutive years. The term of office for the vice-chair will be one year and may be renewed annually.

Section 3

The elected chair and vice-chair will be elected by a majority vote of the DAC voting membership present at the May meeting subject to approval by the Board in June. They will assume office July 1 of that year.

Section 4

The DAC chair will call and preside at all meetings, appoint Subcommittee chairs with approval of the DAC (with the exception of the Membership Subcommittee chair) and, in general, conduct the business of the DAC. The DAC chair will also serve as facilitator of the DAC/SAC/Parent work sessions and conferences. The designated vice-chair will serve in the absence of the DAC chair.

Section 5

The Administration resource person, and administrative support, shall serve as non-voting ex officio members.

Section 6

In the event the Board requests DAC input/recommendations on short notice and there is not sufficient time to call a special meeting of the DAC, the DAC chair or designee will make every effort to solicit input electronically from the DAC voting membership in such cases.

Section 7

In coordination with the Board, the DAC will develop charges for the DAC for the upcoming school year. Charges will be submitted to the Board for approval in October of each academic year.

ARTICLE VI: Subcommittees

Section 1

During any school year there will be, at a minimum, a Membership Subcommittee, a Training and SAC Support Subcommittee, a Budget Subcommittee and an Achievement/Accreditation Subcommittee as standing committees. Additional ad hoc subcommittees will be formed as deemed necessary by the DAC in coordination with the Board. The chairs for all standing committees must be parents/guardians or community members of the District who are not employees of the District. To the extent possible, the parent/guardian representation should be the largest of any subgroup on any DAC subcommittee. DAC members are strongly encouraged, but not required, to serve on at least one DAC subcommittee. Membership for all DAC subcommittees will be coordinated/screened by the Membership Subcommittee and then

forwarded to the DAC for approval. The final approval for the Budget and Accreditation Subcommittees will be by the Board and will be submitted to the Board not later than October 1 of each academic year. The Board may add members or remove members as needed in coordination with the DAC.

Section 2

The District will provide administrative resource/secretarial support to the subcommittees as necessary.

Section 3

Subcommittee chairs will give notice of all subcommittee meetings to the DAC chairman and administration resource person to be reported to the DAC. A simple majority of the approved committee membership shall constitute a quorum for voting purposes at any scheduled meeting.

Section 4

Each additional ad-hoc subcommittee will submit a proposed goals and membership list, for the review and preliminary approval of the DAC. Subcommittee goals will be sanctioned by the DAC and submitted to the Board for final approval. All ad-hoc subcommittees will have a sunset date for the committee as determined by the DAC in coordination with the Board.

Membership Subcommittee

The Membership Subcommittee shall be chaired by the Vice Chair. Membership on the Subcommittee shall be primarily constituted by members of the DAC. The Subcommittee is responsible for recruiting/screening potential members, working with the DAC administrative liaison to maintain membership rosters, school SAC contact info, attendance, etc. Proposed nominees for DAC membership and for Chair and Vice-Chair will be provided to DAC members not later than one week before the May meeting. Nominations may also be taken from the floor. Nominees' consent will be required to be considered as a candidate for DAC membership or for office.

Training and SAC Support Subcommittee

The Chair should be appointed from within the DAC. Membership may be a combination of DAC and non-DAC members but should be primarily members. The Subcommittee will be responsible for training programs for DAC and SAC members, e.g. training on UDIP and USIP development and monitoring, reviewing and updating handbook(s), etc. This group would be the lead for developing the annual training program for SACs and the DAC and be a lead resource for developing and presenting at SAC/DAC/Parent work sessions and conferences. Subcommittee members would also be a lead resource for providing assistance to SACs.

Budget Subcommittee

The Budget Subcommittee will make recommendations, as approved by the DAC, to the Board relative to cost containment, budget management and the prioritization of

expenditures of District funds as related to student achievement and student safety; and perform additional non-administrative functions pertaining to District funds as directed by the Board and sanctioned by the DAC.

The terms of the members of the Budget Subcommittee will normally be for two (2) years, will be overlapping to the best extent possible in order to provide synergy within the committee, and will be subject to annual approval by the Board.

Achievement/Accreditation Subcommittee

The Achievement/Accreditation Subcommittee will make recommendations, as approved by the DAC, to the Board relative to student achievement, accreditation of the District and District schools, and the development of the District's Performance, Improvement, Priority Improvement, or Turnaround plan as required based on the District's accreditation category [per C.R.S 22-11-303 thru C.R.S 22-11-306]. Such action should take into account input from school accountability committees (SACs) and school performance plans.

In coordination with the Administration (resource person), the DAC Achievement/Accreditation Subcommittee shall also serve as the DAC lead agency in the compilation and submission to the Board the school Performance, Improvement, Priority Improvement, and Turnaround plans submitted by the schools/SACs [per C.R.S 22-11-403 thru 22-11-406]. (See also AE-R-1, Article III, Item 2.)

The terms of the members of the Achievement/Accreditation Subcommittee will normally be for two (2) years, and will be overlapping to the best extent possible in order to provide synergy within the committee.

ARTICLE VII: Meetings

Section 1

All meetings will be open to the public. Meetings of the DAC will normally be held monthly during the school year. Meeting dates and times will be set by the DAC Chair in coordination with the DAC.

DAC/SAC/Parent Work Sessions and Conferences: The DAC will meet with representatives of all SACs in open session at least four times during the school year. The first meeting will be in September to provide extensive SAC training for new and continuing members of SACs. Remaining meetings will be scheduled by the DAC chair, approximately quarterly to provide updates on SAC/DAC topics of interest related to SAC/DAC responsibilities; provide a chance to obtain input from SACs on budget, achievement, safety/security, discipline matters parent/guardian engagement, etc., and facilitate peer discussions between SACs on best practices and problems/issues of mutual interest. Parents/guardians interested in being involved in SACs or DAC will be encouraged to participate in these information sessions.

Section 2

Notification of DAC meetings/events will be sent to all DAC members, Board members, and appropriate Administration officials. Notification will be by email or other electronic means where possible.

Dates, agendas, and minutes of meetings of the DAC and DAC subcommittees will be posted on the District web site.

Notification of all special/rescheduled meetings and/or DAC/SAC/Parent Work Sessions and Conferences will be sent to schools and DAC members sufficiently in advance for the public to be notified as well as posted on the District web site.

Section 3

Proper notice having been given, the voting members present will constitute a quorum for the full DAC for regular and special meetings.

Section 4

Special meetings of the DAC may be called by the chair or a majority of the DAC voting membership. At least seven days advance notice of special meetings will be given to members.

ARTICLE VIII: Rules of Order

The current edition of Robert's Rules of Order, Newly Revised, will be the authority of parliamentary law in meetings.

ARTICLE IX: Amendments

Section 1

These by-laws may be amended by a two-thirds vote of the voting membership present at any regular meeting following prior written notice of the proposed changes of at least seven days to all members.

Section 2

All amendments to the by-laws will be submitted to the Board Policy Committee for review (see Policy BG) and are subject to approval by the Board.

Adopted December 6, 1971
Revised December 15, 1977
Revised December 9, 1981
Revised November, 1986
Revised February 28, 1990
Revised November 1991
Revised October 1995
Revised November 1997
Revised June 2002

Revised March 2010
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised October 11, 2017

LEGAL REFS.: C.R.S. 14-15-101, et seq.
C.R.S. 22-2-117 (waivers from State Board of Education)
C.R.S. 22-7-301, et seq.
C.R.S. 22-7-1201, et seq. (Colorado READ Act)
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
C.R.S. 22-11-301 and 302 (District Accountability Committee)
C.R.S. 22-11-401 through 406 (School Accountability Committee)
C.R.S. 22-32-109 (1)(oo)
C.R.S. 22-32-142
C.R.S. 24-6-402 (Colorado Sunshine Law)
1 CCR 301-1, Rules 2202-R-100 et seq.
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans
1 CCR 301-92, Rules for Administration of Colorado READ Act

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AE-R-2, School Accountability Committees
AED, Accreditation
BDF, Advisory Committees
BG, School Board of Education Policy Process
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JHB, Truancy
JIC, Student Conduct, Discipline, and Attendance Code
JK, Student Discipline
KB, Parent/Guardian Engagement

Colorado Springs School District 11
Executive Directors by School
2018-2019 School Year



Mr. John Keane
Executive Director of K-12 Schools
520-2018

Coronado	Darin Smith	328-3600
Doherty	Kevin Gardner	328-6400
<i>Galileo MS</i>	Kenneth Miller	328-2200
<i>Holmes MS</i>	Rob Utter	328-3800
<i>Jenkins MS</i>	Darren Joiner	328-5300
<i>Mann MS</i>	Leah Segura	328-2300
Mitchell	Carlos Perez	328-6600
<i>North MS</i>	Chris Kilroy	328-2400
Palmer	Lara Disney	328-5000
<i>Russell MS</i>	David Dubois	328-5200
<i>Sabin MS</i>	Jared Welch	328-7000
<i>Swigert MS</i>	James Nason	328-6900
<i>West MS</i>	Shalah Sims	328-3900

Ms. Cynthia Martinez
Executive Director of K-12 Schools
520-2018

Adams	Nate Hansen	328-2900
Audubon	Nancy Smith	328-2600
Bristol	Manuel Ramsey	328-4000
Buena Vista	Sharon Gateley	328-4100
Chipeta	Sarah Scott	328-5500
Columbia	Karen Shaw	328-2700
Edison	Kevin Willis	328-2800
Howbert	Bryan Relich	328-4200
Jackson	Sara Miller	328-5800
Midland	Jennifer Breeding	328-4500
Queen Palmer	Euna McGruder	328-3200
Steele	Ryan Capp	328-4700
Stratton	Julie Edner	328-3400
Taylor	Kimberly Gilbert	328-3500
Trailblazer	Kenneth Pfeil	328-6300
West ES	Karen Newton	328-4900

Ms. Sherry Kalbach
Executive Director of K-12 Schools
520-2018

Carver	Dr. Missy Hollenbeck	328-7100
Freedom	Sandra Park	228-0800
Fremont	Tracy Squires	328-5600
Grant	Ryan Miller	328-5700
Henry	Ginger Ernst	328-7200
Keller	Stacy Brisben	328-5900
King	Treg Joslyn	328-6000
Madison	Derien Latimer	328-7300
Martinez	Bobbie Long	328-6100
McAuliffe	Toni Schone	228-0900
Monroe	Carole Frye	328-7400
Penrose	Tamara Sobin	328-7500
Rogers	Linda Slothower	328-3300
Rudy	Julie Fahey	328-7600
Scott	Jennifer Radford	328-6200
Twain	Pat Ring - <i>Interim</i>	328-7700
Wilson	Stephanie Atencio	328-7800

Mr. Dan Hoff
Executive Director of Alternative & Non-Traditional Schools
328-2010

Achieve Online	John Bailey	328-3012
Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
The Bijou School	Kathryn Presnal	328-2062
Digital HS	John Bailey	328-3012
Odyssey ECCO	Sean Norman	328-2030
Tesla EOS	Jason Miller	328-2102
SC Night School	Tanya Nash (A.P.)	328-2162

Russell Coomes
Liaison - Charter Schools
520-2389

Academy ACL	Nikki Myers	434-6566
CIVA	Randy Zimmerman	633-1306
Comm Prep	Lori Bitar	227-8836 x125
GLOBE	Heidi Breakey	630-0577
Life Skills	Mary Ruben-Clapper	471-0684
Roosevelt Charter	Steve Tompkins	637-0311