

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Dr. Nicholas Gledich, Superintendent  
Dr. Mary Thurman, Deputy Superintendent  
Personnel Support Services

***School District Eleven DAC***

**District Accountability Committee**

**Full DAC Committee Meeting**

September 21, 2017

6:00 – 8:00 pm

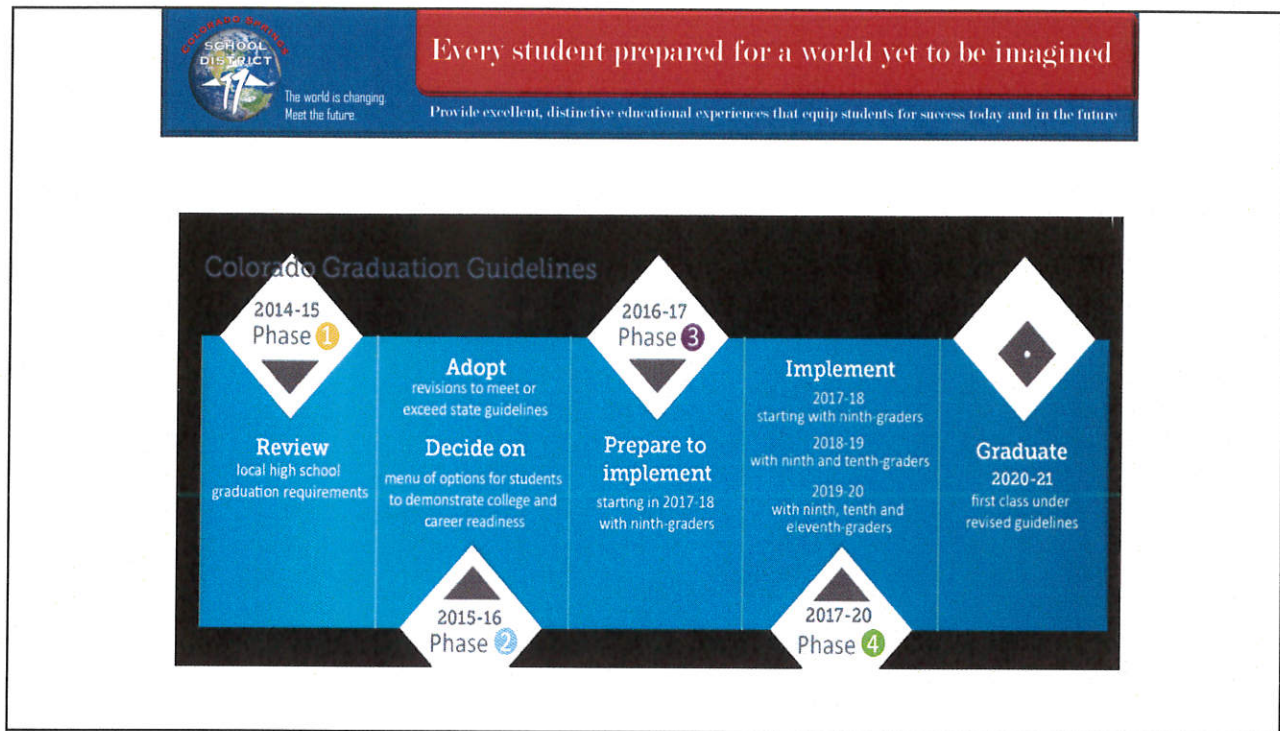
**Tesla Opportunity Center – 2560 International Circle  
Room 112/113**

1. Welcome/Introductions– Dr. Parth Melpakam, DAC Chair– 10 minutes
2. New Graduation Requirements – John Keane, K-12 Executive Director – 25 minutes
3. Charter School Application – Dr. Parth Melpakam – 10 minutes
  - Volunteers to be on committee to review
4. Membership Subcommittee Report – Dr. Wendy Chiado–10 minutes
5. Training and SAC Support Subcommittee Report – Lyman Kaiser – 10 minutes
  - Recap of SAC Training on September 14, 2017
6. Budget Subcommittee Report – John Roebke – 10 minutes
7. Accreditation Subcommittee Report – Lyman Kaiser – 10 minutes
8. Agenda Planning – Dr. Parth Melpakam – 15 minutes
9. Miscellaneous – Dr. Parth Melpakam – 10 minutes

*T & SS meetings*, September 26, January 9, February 6, March 6,  
April 3, May 1, Garden Level Conference Room

*SAC Training*, September 14, November 9, February 1, April 5, Tesla

*DAC meetings*, October 19, November 16, January 18, February 15, March 15, April 19, May 17, Tesla



**Colorado Springs School District 11 Graduation Requirements**

**CDE Requirements**

- 1) Students shall meet minimum academic competencies to demonstrate postsecondary and workforce readiness.
- 2) Student demonstration of 21<sup>st</sup> Century Skills through the completion of coursework, extracurricular activities, service learning experiences, capstone projects, and other student demonstrations.
- 3) Schools, students and parents/guardians will utilize the ICAP to develop a plan of study to prepare for successful postsecondary outcomes.
- 4) Students shall have multiple, equally rigorous and valued ways to demonstrate competency.
- 5) Students who have completed their plan of study can graduate (4 years/less/or more)
- 6) Graduation requirements must align with postsecondary workforce readiness
- 7) Graduation requirements shall align with the Colorado Academic Standards and the Colorado Career and Technical Education standards



Every student prepared for a world yet to be imagined

Provide excellent, distinctive educational experiences that equip students for success today and in the future

## New Graduation Requirements

- All students are required to have an individual Career and Academic Plan (ICAP) for all four years of high school completed by graduation.
- All graduating students must have earned a minimum of 46 credits, as before.
- But, students are now required to have...
  - ✓ 2 semester credits of Alg 1 or equivalent....
  - ✓ 2 semester credits of physical science....
  - ✓ 2 semester credits of biology.



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## New Graduation Requirements

- Plus - students are required to show Postsecondary Workforce Readiness in Language Arts and Math by earning a minimum score on select assessments approved by the Colorado State Board of Education



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DEMONSTRATION	English Score	Math Score
ACCUPLACER	82	61
ACT	18	19
ACT WorkKeys - National Career Readiness Certificate	Bronze or higher	Bronze or higher
Advanced Placement (AP)	2	2
Armed Services Vocational Aptitude Battery (ASVAB)	31	31
Concurrent Enrollment	Passing grade per district and higher education policy	Passing grade per district and higher education policy
Industry Certificate	Individualized	Individualized
International Baccalaureate ® (IB)	4	4
SAT	430	460
Collaboratively-developed, standards-based performance assessment	State-wide scoring criteria	State-wide scoring criteria



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### Other Eligibility Considerations

- Industry Certification
- Credit from other Institutions and home based programs
- Online/Correspondence Courses
- Middle School Credit





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- Students with an Individual Education Plan or Advanced Learning Plan have alternative pathways to a District 11 high school diploma.



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- IKC;  
IKC-R-1, 2, 3
- Weighted Course Credit
  - Latin Honors

Colorado Springs School District 11  
Board of Education Policy  
IKC-R-1, Class Rankings/Grade Point Averages (Beginning with the  
2017/2018 Freshman Class/2021 Graduates and Thereafter), Regulation  
to Policy IKC, Class Rankings/Grade Point Averages  
Revised May 31, 2017

### CLASS RANKINGS/GRADE POINT AVERAGES (Beginning with the 2017/2018 Freshman Class/2021 Graduates and Thereafter)

#### Grade Point Averages (GPA)

Grade point averages are computed on the basis of grade points awarded as follows:

- A = 4 grade points  
Courses designated H (Honors) = 4.5 points  
AP (Advanced Placement), PS (Postsecondary), or IB (International Baccalaureate) = 5 grade points
- B = 3 grade points  
Courses designated H (Honors) = 3.5 points  
AP (Advanced Placement), PS (Postsecondary), or IB (International Baccalaureate) = 4 grade points
- C = 2 grade points  
Courses designated H (Honors) = 2.5 points  
AP (Advanced Placement), PS (Postsecondary), or IB (International Baccalaureate) = 3 grade points
- D = 1 grade point  
Courses designated H (Honors) = 1.5 points  
AP (Advanced Placement), IB (International Baccalaureate) = 2 grade points
- E = 0 grade points (graduation requirements satisfied by District-approved examination)
- F = 0 grade points
- G = (not used in computations)

#### Class Ranking

Beginning with the 2017/2018 freshman class/2021 graduates and thereafter, the Latin Honors System will apply. These students will no longer be honored by a valedictorian/salutatorian method (see Regulation IKC-R-2).

Students will be ranked together on all subjects taken in grades 9, 10, 11 and 12. Results of all courses taken will be included in determining the GPA and class ranking. The highest result of a repeated course shall be the grade included on the transcript and used in calculating the GPA and class ranking.

Note: Postsecondary institutions may use weighted or unweighted grade point averages for admissions and scholarship granting purposes.

Approved February 8, 1989  
Revised August 2002  
Revised November 2003  
Revised May 31, 2017

Page 1 of 2

Colorado Springs School District 11  
Board of Education Policy  
IKC-R-2 Latin Honors System, Regulation  
to Policy IKC, Class Rankings/Grade Point  
Averages  
Adopted May 31, 2017

### LATIN HONORS SYSTEM

Beginning with the 2017-2018 freshman class, students scheduled to graduate in 2021 and thereafter, the traditional valedictorian and salutatorian honors will be replaced by the Latin honors system, which grants students summa cum laude, magna cum laude and cum laude titles based on their grade point average. This allows students who earn at or above a clearly defined cumulative GPA are recognized for their academic achievement.

These changes are meant to further encourage students to challenge themselves in high school. Student course selection should have rigor but should also include non-weighted courses that match with their interests and post-secondary goals. Having a practice that would subtly encourage some students to avoid non-weighted courses would oppose what postsecondary institutions are looking for. Colorado Springs School District 11 (the District) encourages students to enroll in and excel in a balanced course-load that interests and prepares them for postsecondary pursuits.

#### Latin Honor System – GPA Based and Tiered

Honor ranking is based upon the following three tiers:

- Summa cum laude (with highest honor): 4.10+ GPA
- Magna cum laude (with great honor): 3.90 GPA
- Cum laude (with honor): 3.75 GPA

#### Additional pertinent information regarding the Latin Honor System

- Academic letters may be awarded to students who have earned a 3.75 or above grade point average for two consecutive semesters. After the letter is earned, students can earn a bar by again earning a 3.75 or above grade point average for another two consecutive semesters.
- Pass/fail grades are not factored into GPA.
- Homeschool students are not eligible for Honors distinction without 12+ credits attained through the District.
- Transfers into a District school are eligible for the Latin Honor System if documented transcripts are available, verified by the school site registrar, and approved by the Principal or their designee.
- Senior speakers will be selected through processes developed at each high school.

Adopted May 31, 2017

Colorado Springs School District 11  
Board of Education Policy  
IKC-R-3, Class Rankings/Grade Point Averages (For Students  
Graduating in 2017, 2018, 2019 and 2020), Regulation to Policy  
IKC, Class Rankings/Grade Point Averages  
Reviewed May 31, 2017

**CLASS RANKINGS/GRADE POINT AVERAGES**  
(For Students Graduating in 2017, 2018, 2019 and 2020)

Grade point averages are computed on the basis of grade points awarded as follows:

- A = 4 grade points (courses designated H (Honors), AP (Advanced Placement), P (Postsecondary), or IB (International Baccalaureate), IBMYP (International Baccalaureate Middle Years Program) = 5 grade points)
- B = 3 grade points (courses designated H (Honors), AP (Advanced Placement), P (Postsecondary), or IB (International Baccalaureate), IBMYP (International Baccalaureate Middle Years Program) = 4 grade points)
- C = 2 grade points (courses designated H (Honors), AP (Advanced Placement), P (Postsecondary), or IB (International Baccalaureate), IBMYP (International Baccalaureate Middle Years Program) = 3 grade points)
- D = 1 grade point (courses designated H (Honors), AP (Advanced Placement), IB (International Baccalaureate), IBMYP (International Baccalaureate Middle Years Program) = 2 grade points)
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**Class Ranking**

Students will be ranked together on all subjects taken in grades nine, 10, 11 and 12. Results of all courses taken will be included in determining the Grade Point Average (GPA) and class ranking. The highest result of a repeated course shall be the grade included on the transcript and used in calculating the Grade Point Average (GPA) and class ranking.

Approved February 8, 1989  
Revised August 2002  
Revised November 2003  
Reviewed May 31, 2017

## **CLASS RANKINGS/GRADE POINT AVERAGES**

The Colorado Springs School District 11 Board of Education (the Board) wishes to have a grade ranking and grade point average calculation that is equitable and reflects the accomplishments of each of Colorado Springs School District 11's (the District) students in grades nine through twelve. Therefore the Board directs the Superintendent or designee to establish a system to calculate grade point averages using weighted values for qualifying courses.

This policy and its regulation are in effect for qualifying courses taken by students who are currently enrolled in the District.

### **Courses Qualifying for Weighted Value Consideration**

#### Honors

Honors classes are accelerated and include students whose achievement would benefit from this educational opportunity. Student participation is done in accordance with Board Policy IIA, Grouping for Instruction.

#### Advanced Placement Program

This program is highly enriched and accelerated. Student participation is done in accordance with Board Policy IIA, Grouping for Instruction.

The Advanced Placement Program with testing sponsored by the College Board offers high school students the opportunity to undertake work on the college level commensurate with their abilities. Students have the opportunity to earn Advanced Placement and/or college credit in this program. (See Board Policy IHCD, Advanced College Placement).

#### Postsecondary Courses

High school students who meet the postsecondary requirements as defined by the postsecondary institution will be eligible to enroll in postsecondary courses for college credit.

#### International Baccalaureate Programme

The International Baccalaureate Programme is a highly enriched, accelerated program with international recognition. The International Baccalaureate Programme offers high school students the opportunity to undertake work on the college level commensurate with their abilities. Student participation is in accordance with Board Policy IIA, Grouping for Instruction.

Students who began high school prior to the 2017/2018 freshmen class, will remain under the valedictorian system until completion of their high school diploma. Retroactive class ranking will not occur for students who extend beyond their 2020 graduating



cohort. Grade point averages and the weight of grades for these students are calculated according to regulation IKC-R-3.

Beginning with the 2017-2018 freshman class, students scheduled to graduate in 2021 and thereafter, the system for honoring students will be on a Latin Honors System (see regulation IKC-R-2). Grade point averages and the weight of grades for these students will be calculated according to regulation IKC-R-1.

Adopted August 2002  
Reviewed November 2003  
Revised May 31, 2017

CROSS REFS.: IHCD, Advanced College Placement  
IHCD, Postsecondary Enrollment  
IIA, Grouping for Instruction  
IKA Grading/Assessment Systems  
IKAB Report System/Progress Reports  
IKC-R-1, Class Rankings/Grade Point Averages (Beginning with the  
2017/2018 Freshman Class/2021 Graduates and Thereafter)  
IKC-R-2, Latin Honors System  
IKC-R-3, Class Rankings/Grade Point Averages (For Students  
Graduating in 2017, 2018, 2019 and 2020)

**CLASS RANKINGS/GRADE POINT AVERAGES**  
**(Beginning with the 2017/2018 Freshman Class/2021 Graduates and Thereafter)**

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Revised May 31, 2017

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IHCD, Postsecondary Enrollment  
IIA, Grouping for Instruction  
IKA Grading/Assessment Systems  
IKAB Report System/Progress Reports  
IKC, Class Rankings/Grade Point Averages  
IKC-R-2, Latin Honors System  
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Adopted May 31, 2017

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IKC-R-3, Class Rankings/Grade Point Averages (For Students  
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Approved February 8, 1989  
Revised August 2002  
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CROSS REF.: IIA, Grouping for Instruction  
IKA Grading/Assessment Systems  
IKAB Report System/Progress Reports  
IKC, Class Rankings/Grade Point Averages  
IKC-R-1, Class Rankings/Grade Point Averages (Beginning with the 2017/2018 Freshman Class/2021 Graduates and Thereafter)  
IKC-R-2, Latin Honors System

## GRADUATION REQUIREMENTS

Graduation from high school is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort during a student's public school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the content standards and to meet the expectations for graduation.

All students who graduate from Colorado Springs School District 11 (the District) should be postsecondary and workforce ready. All graduates should have a firm foundation in the core areas of English Language Arts, Mathematics, Science and Social Studies as well as a comprehensive background in the Arts, Physical Education, other Electives and Career Pathways. All students must meet or exceed graduation criteria outlined in this policy and accompanying regulation to be eligible to graduate with a District diploma.

The District graduation criteria meet or exceed the requirements adopted by the Colorado State Board of Education and state legislature by offering multiple rigorous and valued pathways to demonstrate competency of the knowledge and skills necessary for postsecondary education and meaningful careers.

For students graduating from high school in 2017, 2018, 2019 or 2020, the requirements to graduate are listed in Regulation **IKF-R-2**, Current Graduation Requirements (Transitional for 2017-2020 Graduates). <http://www.d11.org/BOE/Policies/SectionI/IKF-R-2.pdf>

For students graduating from high school in 2021 and thereafter, the requirements to graduate are listed in **IKF-R-1**, Graduation Requirements (Applied to 2021 Graduates). <http://www.d11.org/BOE/Policies/SectionI/IKF-R-1.pdf>

**Beginning with the 2017-2018 freshman class (scheduled to graduate in 2021), approved graduation requirements shall be:**

- A. Completion of an Individual Career and Academic Plan (ICAP) (See Regulation IKF-R-1), AND
- B. Successful demonstration of academic and career competencies aligned to the adopted Colorado Academic Standards by earning the minimum number of credits for graduation as defined in Regulation **IKF-R-1** for all students graduating in 2021 and thereafter, AND
- C. Demonstration of one of the following:
  - 1. Postsecondary Workforce Readiness from a Colorado Board of Education approved menu of College and Career Ready demonstrations for all students graduating in 2021 and thereafter (see Regulation IKF-R-1), OR,
  - 2. Completion of the requirements and goals as listed on a student's Individual Education Plan (IEP), which may include modified content standards (see Regulation IKF-R-1), OR,
  - 3. Completion of the requirements and goals as listed on a student's Advanced Learning Plan (ALP), which may include modified content standards (see Regulation IKF-R-1).

Adopted September 1972  
Revised January 29, 1979  
Revised October 10, 1982  
Revised January 12, 1984  
Revised February 8, 1989  
Revised November 2004  
Revised April 27, 2016  
Reviewed May 31, 2017

CROSS REFS.: IGA, Curriculum Development  
IHA, Basic Instructional Program  
IHAQ, Career/Transition-to-Work Education  
IHBB, Gifted and Talented Education  
IHCDA, Postsecondary Options/Concurrent Enrollment  
IHAIA, Work Experience Opportunities  
IKC, Class Rankings/Grade Point Averages  
IKFA, Early Graduation  
IKF-R-1, Graduation Requirements (Applied to 2021 Graduates)  
IKF-R-2, Current Graduation Requirements (Transitional for 2017-2020 Graduates)  
IMBB and IMBB-R, Exemptions from Required Instruction

LEGAL REFS.: C.R.S. 22-1-106  
C.R.S. 22-2-136  
C.R.S. 22-7-104  
C.R.S. 22-7-402  
C.R.S. 22-7-1005  
C.R.S. 22-7-1008  
C.R.S. 22-7-1009  
C.R.S. 22-7-1017  
C.R.S. 22-32-109  
C.R.S. 22-32-110  
C.R.S. 22-35-101  
1 CCR 301-81  
1 CCR 301-8, 2220-R-12.00

## GRADUATION REQUIREMENTS (APPLIED TO 2021 GRADUATES)

Beginning with the 2017-2018 freshman class (scheduled to graduate in 2021), for a student to graduate from a Colorado Springs School District 11 (the District) high school, the following must be achieved:

### A. Completion of an Individual Career and Academic Plan (ICAP).

**Individual Career and Academic Plan (ICAP)** - a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities (see 1 CCR 301-81, 2.00(2)).

Beginning with 9<sup>th</sup> grade in the fall of 2016 and continuing thereafter, all students will develop an ICAP. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to postsecondary and workforce readiness.

### B. Successful demonstration of academic and career competencies aligned to the adopted Colorado Academic Standards by earning the minimum number of credits for graduation as defined in this regulation for students graduating in 2021, and thereafter.

The minimum number of credits for graduation from the District's high schools shall be 46. The subjects for which credits must be earned through grade 12 are outlined below.

Subject areas	Credits
<b>English</b> Language Arts Core required (English 1 through 8).....	8
<b>Social Studies</b> (American History and Civil Government required;..... World History recommended).....	6
<b>Mathematics</b> (2 semester credits of first year Algebra required) .....	6
<b>Science</b> (2 semester credits of Physical Science, 2 semester credits Biology, 2 credits any other designated science class required).....	6
<b>Physical Education</b> .....	3
<b>Health</b> .....	1
<b>Humanities</b> (English, music, fine arts and/or world language) .....	2
<b>Computer Education/Technology</b> .....	1
<b>Economics</b> .....	1
<b>Postsecondary Workforce Readiness</b> (this includes, but is not limited to, automotive, business education, computer science, industrial arts/vocational education, consumer and family studies, Career and Technical Education (CTE), Concurrent Enrollment (CE), Advancement Via Individual Determination (AVID), Junior Reserve Officer Training Corps (JROTC), and Career Pathways) .....	1
Required subjects .....	35
Electives .....	11
Minimum total for graduation .....	46



**A. Demonstration of one of the following:**

- 1. Postsecondary Workforce Readiness from a Colorado Board of Education approved menu of College and Career Ready demonstrations for all students beginning with the 2021 graduating class.**

**Postsecondary Workforce Readiness-** *"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."*

Source: Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016) and C.R.S. 22-7-1008.

**Menu of College and Career Ready Demonstrations**

<b>Demonstration</b>	<b>English</b>	<b>Math</b>
<b>ACCUPLACER</b> – a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.	<b>A score of at least 62 on Reading Comprehension</b>	<b>A score of at least 61 on Elementary Algebra</b>
<b>ACT</b> - a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.	<b>A score of at least 18 on ACT English</b>	<b>A score of at least 19 on ACT Math</b>
<b>ACT WorkKeys – National Career Readiness Certification</b> - an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	<b>A score of bronze or higher</b>	<b>A score of bronze or higher</b>
<b>Demonstration</b>	<b>English</b>	<b>Math</b>
<b>Advanced Placement (AP)</b> - AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	<b>A score of at least 2</b>	<b>A score of at least 2</b>

<b>The Armed Services Vocational Aptitude Battery (ASVAB)</b> - a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	<b>A score of at least 31</b>	<b>A score of at least 31</b>
<b>Concurrent Enrollment</b> - Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by District and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.  *Postsecondary credit(s) earned through District 11 partnerships are eligible as "Concurrent Enrollment". (These programs may include extended studies ie; CU Succeed, CSU Senior-to-Sophomore, CTE Articulated Pathway courses and others.)	<b>Passing grade per District and higher education policy</b>	<b>Passing grade per District and higher education policy</b>
<b>Industry Certificate</b> - An industry certificate is a credential recognized by business and industry and is an industry standard assessment for basic knowledge, skills, and competencies in workforce readiness. Scoring and pass rates are determined by the industry. An industry certificate may be local, state and/or nationally recognized and must be approved by the District. Industry certificates measure a student's competency in an occupation, and validate a knowledge base and skills that show mastery in a particular industry.	<b>Individualized</b>	<b>Individualized</b>
<b>International Baccalaureate (IB)</b> - IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	<b>A score of at least 4</b>	<b>A score of at least 4</b>
<b>Scholastic Assessment Test (SAT)</b> - The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.	<b>A score of at least 430</b>	<b>A score of at least 460</b>

<b>Demonstration</b>	<b>English</b>	<b>Math</b>
<b>Collaboratively-developed, standards-based performance assessment</b> - Pending legislation and funding for the creation, norming, and comparability processes required to initiate such assessments.	State-wide scoring criteria	State-wide scoring criteria

**2. Completion of the requirements and goals as listed on a student's Individual Education Plan (IEP), which may include modified content standards.**

**Special Education students**

Special education students will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

- As appropriate, use the same competency measures and demonstrations that provide meaningful and rigorous options for non-special education students.
- Individualized, standards-based Transition Individualized Education Plans (IEPs) that move the students toward identified postsecondary goals and competencies.
- Industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students' Transition IEPs.
- Extended Evidenced Outcomes (EEOs), when appropriate.

Apply, as appropriate, workforce readiness competencies and industry standards to provide opportunities and experiences for special education students that lead to successful post-school outcomes. Allow for flexibility with transfer of special education students to demonstrate competency toward diploma attainment.

**3. Completion of the requirements and goals as listed on a student's Advanced Learning Plan (ALP), which may include modified content standards.**

**Gifted students**

A student's ALP and ICAP is critical for determining the timeline for graduation and appropriate coursework that may include a blend of concurrent enrollment and/or early exit as well as career-related internships or opportunities. The District may offer opportunities for gifted students to demonstrate proficiency toward completion of graduation requirements prior to the typical four-year high school program. The District may consider, acceleration, radical acceleration (graduation 3 or more years earlier than usual), telescoping (completing one/several year's curriculum in less time), or compacting (skipping units in which student demonstrates proficiency).

These opportunities may include:

- Credit by Examination (CBE) or Credit by Assessment. Students can skip one

or more courses by performing well on a test of the material that is covered in those courses

- Career pathways program: academic programming with vocational studies or placement
- Competency-Based Pathways: when a student has demonstrated proficiency on the standards required for graduation, that student should have a plan that helps him/her continue to learn and build on his/her strengths, skills and interests for rest of his/her high school career

**Other eligibility considerations to meet graduation requirements:**

**Credit from other institutions and home based programs**

All students entering from outside the District must meet the District graduation requirements. The school point of contact shall determine whether credit toward graduation requirements shall be granted for courses taken outside the District. Students who are currently enrolled in the District who wish to obtain credit from outside institutions or through online programs must have prior approval from the school principal/designee. The District shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with District requirements and academic standards, the District shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the District may administer testing to the student to verify the accuracy of the student's transcripts. The District may reject any transcripts that cannot be verified through such testing.

**Online/Correspondence Courses**

Online and correspondence courses may be taken with the approval of the Administrator/ School Counselor for make-up credit and for credit towards graduation requirements.

**Credit Recovery/Night School**

Night school courses and credit recovery courses through District programs approved by a School Counselor.

**Middle School Credit**

High School credit may be awarded to middle school students for courses taken during middle school years provided that at least one of the following conditions are met;

- Course is completed at a District 11 high school, student receives a passing grade, and demonstrates competency in that content area by earning a meets or proficient or higher rating on an accepted nationally normed assessment. (ie; PARCC, SAT, PSAT, AP, IB, Accuplacer or like assessment). Proficient or higher may be defined on the Menu of College and Career Ready Demonstrations for some of the assessments.
- Courses identified as eligible for high school credit are taken as part of an Advanced Learning Plan (ALP) (Gifted and Talented)



- Course completed at the middle school are of the same level of rigor as the comparable high school course, validated and pre-approved by the appropriate Content Facilitator, and the middle school student receives a passing grade and demonstrates competency in that content area by earning a meets or proficient or higher rating on an accepted nationally normed assessment. (ie; PARCC, SAT, PSAT, AP, IB, Accuplacer or like assessment). Proficient or higher may be defined on the Menu of College and Career Ready Demonstrations for some of the assessments.

Adopted April 27, 2016

Revised May 31, 2017

CROSS REFS.: IGA, Curriculum Development  
IHA, Basic Instructional Program  
IHAIA, Work Experience Opportunities  
IHAQ, Career/Transition-to-Work Education  
IHBB, Gifted and Talented Education  
IHCD, Postsecondary Options/Concurrent Enrollment  
IKC, Class Rankings/Grade Point Averages  
IKF, Graduation Requirements  
IKF-R-2, Current Graduation Requirements (Transitional for 2017-2020  
Graduates)  
IKFA, Early Graduation  
IMBB and IMBB-R, Exemptions from Required Instruction

LEGAL REFS.: C.R.S. 22-1-106  
C.R.S. 22-2-136  
C.R.S. 22-7-104  
C.R.S. 22-7-402  
C.R.S. 22-7-1005  
C.R.S. 22-7-1008  
C.R.S. 22-7-1009  
C.R.S. 22-7-1017  
C.R.S. 22-32-109  
C.R.S. 22-32-110  
C.R.S. 22-35-101  
1 CCR 301-81  
1 CCR 301-8, 2220-R-12.00

## CURRENT GRADUATION REQUIREMENTS (TRANSITIONAL FOR 2017 TO 2020 GRADUATES)

For students graduating from a Colorado Springs School District 11 (the District) high school in 2017, 2018, 2019 and 2020, the requirements to graduate include:

- A. Completion of an Individual Career and Academic Plan (ICAP):** a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities (see 1 CCR 301-81, 2.00(2)).

Beginning with 9<sup>th</sup> grade in the fall of 2016 and continuing thereafter, all students will develop an ICAP. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to postsecondary and workforce readiness.

- B. The minimum number of semester credits for graduation from the District high schools shall be 46.** The subjects for which credits must be earned through grade 12 are outlined below:

Subject areas	Credits
<b>English</b> Language Arts Core required (English 1 through 8).....	8
<b>Social Studies</b> (American History and Civil Government required; ..... World History recommended).....	6
<b>Mathematics</b> .....	6
<b>Science</b> .....	6
<b>Physical Education</b> .....	3
<b>Health</b> .....	1
<b>Humanities</b> (English, music, fine arts and/or world language) .....	2
<b>Computer Education/Technology</b> .....	1
<b>Economics</b> .....	1
<b>Practical Arts</b> (this includes, but is not limited to, business education, industrial arts/vocational education, consumer and family studies, Career and Technical Education (CTE), Concurrent Enrollment (CE), Advancement Via Individual Determination (AVID), Junior Reserve Officer Training Corps (JROTC), and Career Pathways) .....	1
Required subjects .....	35
Electives .....	11
Minimum total for graduation.....	46

Adopted April 27, 2016  
Reviewed May 31, 2017

CROSS REFS.: IGA, Curriculum Development  
IHA, Basic Instructional Program

IHAIA, Work Experience Opportunities  
IHAQ, Career/Transition-to-Work Education  
IHBB, Gifted and Talented Education  
IHCD, Postsecondary Options/Concurrent Enrollment  
IKC, Class Rankings/Grade Point Averages  
IKF, Graduation Requirements  
IKF-R-1, Graduation Requirements (Applied to 2021 Graduates)  
IKFA, Early Graduation  
IMBB and IMBB-R, Exemptions from Required Instruction

LEGAL REFS.:

C.R.S. 22-1-106  
C.R.S. 22-2-136  
C.R.S. 22-7-104  
C.R.S. 22-7-402  
C.R.S. 22-7-1005  
C.R.S. 22-7-1008  
C.R.S. 22-7-1009  
C.R.S. 22-7-1017  
C.R.S. 22-32-109  
C.R.S. 22-32-110  
C.R.S. 22-35-101  
1 CCR 301-81  
1 CCR 301-8, 2220-R-12.00

**District Accountability Committee (DAC)**  
**Criteria for evaluating Charter School Applications**

- A. Background
  - 1. Purpose and scope
- B. Planned academic offerings
  - 1. Goals, objectives and plan for pupil evaluation
- C. Planned Student levels and numbers
  - 1. Serving students with special needs
- D. Planned schedule
- E. Proposed location
- F. Governance
- G. Other
  - 1. Comments
- H. Recommendation from the DAC



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## Attendance 2017-2018 SAC Trainings

### September 14, 2017

- Audubon ES (Nancy Smith)
- Bristol ES (Steve Handen)
- Buena Vista ES (Vicky McLaughlin)
- Carver ES (Amy Taylor)
- Chipeta ES (Amanda Obringer)
- Columbia ES (Shanon Siegel)
- Edison ES (Cortney Sisneros)
- Grant ES (Melinda Salazar)
- Henry ES (Brian Casebeer, Neil Pettigrew)
- Jackson ES (Cassandra Guimond, Brian Guimond)
- King ES (Lisa Southcott, Carol Nuss)
- Martinez ES (Darleen Daniels)
- Penrose ES (Kristi Kohner, Alisha Olivares, Tanis Hasley)
- Queen Palmer ES (April Cave)
- Rogers ES (Linda Slothower)
- Rudy ES (Jeff Dickson, Deb Coomes)
- Scott ES (Parth Melpakam, Velvet Stepanek, Juan Herrada, Jennifer Radford)
- Taylor ES (Patricia Garraro, Billy Adams)
- Twain ES (Alysa Webb)
- West Campus (Shalah Sims, Karen Newton, Heather Kimberly, Derek Price, David Havlick, Tabatha Hayes, Maria Masonen)
- Galileo MS (Lesa Finger, Wendy Crunkleton)
- Jenkins MS (Ken Peterson)
- Russell MS (Naomi Boris, Mark Boris)
- Sabin MS (Cinde Gordon, Velbet Stepanek)
- Swigert MS (Daryl Trujillo)
- Doherty HS (Kevin Gardner, Audrey DeRubis)
- Mitchell HS (Ruth Paterson)
- Palmer HS (Kathy Solomon, Carl Schueler)
- Tesla MS/HS (Barbara Young)
- Early College HS (Joe Mezzofante)
- Globe Charter (Kristine Kovac)
- Roosevelt-Edison (LynDel Randash)
- DAC ESP Rep (Cynthe Winebrenner)
- Training & SAC Support Chair (Lyman Kaiser)
- DAC Military Liaison (Victoria Henderson)
- T & SS Member (Jan Tanner)
- T & SS Member (LouAnn Dekleva)
- Accreditation Subcommittee Chair (Ed Plute)
- Membership Subcommittee Chair/Vice Chair (Wendy Chiado)



- DAC Liaison (Dr. Mary Thurman)
- DAC administrative Support (Trudy Tool)

Total Attendance:

32 Schools represented

61 total attendees

## SAC Training Survey

### September 14, 2017

Please help us improve our SAC Training by providing your feedback on this short survey. Your answers will remain confidential. Mark the appropriate bubble. Thank you.

	Outstanding	Excellent	Good	Fair	Poor	Does not apply
1) Use of handouts, PowerPoint, etc.	6	12	11	2		
2) Training provided ideas on how to improve my school's SAC	7	7	12	3		
3) The content provided in the SAC training will help me further understand the roles and responsibilities of School Accountability Committees (SACs)	6	20	6			
4) Break-out sessions were beneficial	7	7	9	5		
5) Level of knowledge of SAC Basics before the training	1	6	9	2	13	
6) Level of knowledge of SAC Basics after the training	1	14	11	4		
7) Level of my knowledge of new Discipline & Attendance policies before the training	1	3	9	5	13	
8) Level of my knowledge of new Discipline & Attendance policies after the training	1	17	10	2	1	
<b>Totals</b>	<b>30</b>	<b>86</b>	<b>77</b>	<b>23</b>	<b>27</b>	
Best thing(s) about the SAC training: <ul style="list-style-type: none"> <li>• Great Refresher</li> <li>• Learned a lot of useful information</li> <li>• Meeting other parents</li> <li>• Liked Dr. Plute's training – honest and educational</li> <li>• SAC Basics – humor about jail cell being world yet to be imagined</li> </ul>						

Best thing(s) about the SAC training (continued):

- All slides and handouts
- Ability to just learn about SAC/DAC
- Day care makes it more likely parents can attend
- Useful as an introduction for first-timer
- The breakout – comparing/sharing
- Microphone for all speakers
- Breakout session
- Discipline changes
- Breakout
- Carol won the door prize
- Great info on Discipline & Attendance
- Break out groups – ideas & brainstorming
- A lot of information
- Breakout
- Ed Plute – fantastic briefing “How do you know?”
- The people
- Getting a better understanding of SAC needs
- It’s more than USIP!
- Getting participation ideas from other schools
- Basics – exactly what we needed as a new SAC chair
- Recognized the anonymity of SAC
- Small group breakout sessions – multiple K-5 groups
- Sharing of knowledge
- Information understood
- Breakout sessions
- Liked Ed, Anecdotal and fun approach
- Food

Thing(s) I would change for future SAC trainings:

- Went very fast
- More food – ran out of sandwiches
- Needed more handouts
- Way too much info in time allotted – overwhelming
- Maybe a handout with what acronyms stand for us new people
- More time for breakout
- Some more elem/mid/high stats and info
- Breakout session wasn’t very relevant to 1<sup>st</sup> time SAC
- Give more time & cookies
- 30 more minutes
- Timeline adherence
- Less PowerPoints – more brainstorming group time
- Is there a way to make it mandatory for Principal or representative to attend?

Thing(s) I would change for future SAC trainings (continued):

- More school to school communication
- More sandwiches
- More basics – what should SAC be doing-responsibilities-job of chair-main topics for meetings ideas
- Have more handouts – I didn't receive some
- I like the SAC finance – last year better, please change back
- Breakouts too short
- Know a lot of the basics already, mostly here to support
- Breakout sessions too short

**SAC Training September 14, 2017**  
**Breakout Session notes**

**Group #1**

**How to start a SAC?**

- Newsletter
- Community Member
- All Call
- Refreshments
- High Schooler – Childcare
- Flyers – Weekly Friday folder
- Cup of coffee with Principal

**FIT Coach Information?**

- DAC

**How do we re-inform/rebrand SAC purpose?**

- Send out meeting minutes
- Do you have input
- Translation
  - Interpreter
- Change name – Parent \_\_\_\_\_ Group
- Have different meeting times
- Campaigning
- Mom's morning meeting
- Conference call
- Skype

**Group #2**

**What is working for SAC?**

- Principal/parents communication
- Groveling/asking/explaining SAC at Open House
- Invitations to SAC meetings – email, phone, marquis
- Principal asking parents for help solving problems
- Working together to share load
- Personal invitation from Principal
- Experienced Chair
- Parent input to USIP (root cause analysis, situational appraisal)

**What is Not working for SAC?**

- How to get more parents involved? (food, fun, free)
- How to get a SAC going? (Galileo, Tesla)
- FIT trainer not training/recruiting
- NOT telling parents SAC exists

### **Group #3**

#### **What Works?**

- 2<sup>nd</sup> cup of coffee & bagels
- Food at meetings
- Recurring issues? Review past minutes
- Open House announcement
  - Want to know more?
  - Personal phone calls
- Personal Touch
- Guest Speakers at SAC meetings

#### **Problem**

- Older student parent involvement
- 4<sup>th</sup>/5<sup>th</sup> grade parent participation
  - Orchestra and/or choir before SAC meetings
  - Guest speakers
  - Relevant topics

#### **Communication**

- Standing line item (agenda)
  - Each SAC training session
  - What can the DAC do for you
- Good things from SAC to DAC
- Facebook group
- Microsoft team

#### **Question**

- What can you and what can't you do?
- Where is the boundary?

### **Group #4**

#### **Future meeting topics**

- SAC recruitment ideas – why?
- SAC childcare
  - Rules of SACs for having childcare, background checks? PTA Insurance??
- SAC D11 app –
  - navigation & getting booted out
  - Receiving notifications they had not signed up for



# SAC Chair Information from Schools 2017-18

School	Name	Email	Phone #	Meeting Dates
Adams: SAC Chair	Cathy Van De Castelle	<a href="mailto:cathyvande@gmail.com">cathyvande@gmail.com</a> ;	440-3533	9/1, 10/6, 11/3, 12/1, 1/5, 2/2, 3/2, 4/6, 5/4
Audubon: SAC Chair	Original Chair not able to do it now – will find another Chair at SAC meeting in September		440-4397	9/20, 11/15, 1/17, 4/18 from 5:15 – 6:30pm
Bristol: SAC Chair	Steven Handen (co-chair) Ben Zook	<a href="mailto:Stephen612001@yahoo.com">Stephen612001@yahoo.com</a> ; <a href="mailto:Benzoek7@gmail.com">Benzoek7@gmail.com</a> ;	630-8078 322-1835	9/8, 11/10, 1/19, 3/23, 5/11
Buena Vista: SAC Chair	Vicky McLaughlin	<a href="mailto:Vmclaughlin1013@gmail.com">Vmclaughlin1013@gmail.com</a> ;	633-2850	9/12, 10/10, 12/12, 2/13, 4/10 8:10am in room 6
Carver: SAC Chair	Amy Taylor	<a href="mailto:Amy_lynn0609@hotmail.com">Amy_lynn0609@hotmail.com</a> ;	651-0434	8/31, 10/6, 11/3, 12/1, 2/2, 3/2, 4/6, 5/4 8:00 – 8:45am Second Cup of Coffee (SAC)
Chipeta: SAC Chair	Amanda Obringer	<a href="mailto:amandaobringer@gmail.com">amandaobringer@gmail.com</a> ;	(937) 367-2343	First Tuesday of Sept., Oct., Nov., Jan., Feb., Mar., Apr. from 5:00 – 6:30pm
Columbia: SAC Chair	Tiffany Sarchet Shanon Siegel	<a href="mailto:Happyeyes2@comcast.net">Happyeyes2@comcast.net</a> ;	641-8530 432-9837	
Edison: SAC Chair	Cortney Sisneros	<a href="mailto:Cortneylove76@hotmail.com">Cortneylove76@hotmail.com</a> ;	659-9568	3 <sup>rd</sup> Wednesday of each month @ 9:00am

# SAC Chair Information from Schools 2017-18

School	Name	Email	Phone #	Meeting Dates
Freedom: SAC Chair	Katie Parslow	<a href="mailto:katieparslow@yahoo.com">katieparslow@yahoo.com</a> ;	244-4842	
Fremont: SAC Chair	Keri Bernstrom	<a href="mailto:Keri.bernstrom@gmail.com">Keri.bernstrom@gmail.com</a> ;	405-510-6280	
Grant: SAC Chair	Mindy Salazar	<a href="mailto:Razalasm13@hotmail.com">Razalasm13@hotmail.com</a> ;	641-2349	Every 2 <sup>nd</sup> Tuesday of the month at 5:30pm
Henry: SAC Chair	Neil Pettigrew	<a href="mailto:Neil70retiredpet@gmail.com">Neil70retiredpet@gmail.com</a> ;	474-4680	
Howbert: SAC Chair	1 <sup>st</sup> SAC meeting is Tuesday, 9/12 (hope to have a chair after that) – still working on finding a chair after the 9/12 meeting			9/12, 11/14, 2/13, 4/10
Jackson: SAC Chair	Cassandra Guimond	<a href="mailto:Cassandra.Guimond@d11.org">Cassandra.Guimond@d11.org</a> ;		3 <sup>rd</sup> Thursday of every month
Keller: SAC Chair	Emily Conner	<a href="mailto:Connerclan2003@gmail.com">Connerclan2003@gmail.com</a> ;	373-3348	Last Thursday of the month from 8:00 – 9:00am
King: SAC Chair	Lisa Southcott	<a href="mailto:lisaioebkm@hotmail.com">lisaioebkm@hotmail.com</a> ;	246-8153	2 <sup>nd</sup> Monday of each month – media center @ 5:00pm
Madison: SAC Chair	John Dolve	<a href="mailto:jdolve@msn.com">jdolve@msn.com</a> ;	597-0635 209-3297	
Martinez: SAC Chair	Darleen Daniels	<a href="mailto:Dmdnsd2010@yahoo.com">Dmdnsd2010@yahoo.com</a> ;		



# SAC Chair Information from Schools 2017-18

School	Name	Email	Phone #	Meeting Dates
McAuliffe: SAC Chair	Elizabeth Reynolds	<a href="mailto:Elizabeth.reynolds@d11.org">Elizabeth.reynolds@d11.org</a> ;	352-5995	
Midland SAC Chair	Mel Baldwin	<a href="mailto:Baldwin1970@yahoo.com">Baldwin1970@yahoo.com</a> ;		10/4, 12/6, 2/7, 5/2
Monroe: SAC Chair	Wendy Flanagan	<a href="mailto:breezyymorning@gmail.com">breezyymorning@gmail.com</a> ;	640-3085	1 <sup>st</sup> Wednesday of the month at 3:00pm
Penrose SAC Chair	Kristi Kohner	<a href="mailto:klkohner@msn.com">klkohner@msn.com</a> ;	661-6131	2 <sup>nd</sup> Monday of the month @ 3:30pm
Queen Palmer: SAC Chair	April Cave	<a href="mailto:Angelbabyapril84@yahoo.com">Angelbabyapril84@yahoo.com</a> ;	720-299-1132	9/8, 10/20, 1/19, 2/9, 3/16, 4/13, 5/11 from 8:45 – 9:30am
Rogers: SAC Chair	Wants to combine PTA & SAC – working on finding a Chair			
Rudy: SAC Chair	Jeff Dickson	<a href="mailto:Jeffreydickson311@gmail.com">Jeffreydickson311@gmail.com</a> ;	719-235-6711	
Scott: SAC Chair	Velvet Sepanek Parth Melpakam	<a href="mailto:vstepanek@msn.com">vstepanek@msn.com</a> ; <a href="mailto:melpakam@yahoo.com">melpakam@yahoo.com</a> ;	964-6002 264-9188	1 <sup>st</sup> Thursday of each month, 6:00 – 7:30pm, multi-purpose room
Steele: SAC Chair	Henry Watts	<a href="mailto:henryvanderika@yahoo.com">henryvanderika@yahoo.com</a> ;	650-2782	9/12, 11/7, 1/16, 3/13, 5/8 at 5:30pm
Stratton: SAC Chair	Nila Rickard	<a href="mailto:nilarickard@yahoo.com">nilarickard@yahoo.com</a> ;		
Taylor: SAC Chair	Billy Adams	<a href="mailto:Adams.bill@usa.net">Adams.bill@usa.net</a> ;	330-8154	9/15/17, 10/20/17, 11/17/17, 12/15/17, 1/19/18, 2/16/18, 3/16/17, 4/27/18, 5/18/18

# SAC Chair Information from Schools 2017-18

School	Name	Email	Phone #	Meeting Dates
Trailblazer SAC Chair	Enid Ruiz-Mattei	<a href="mailto:Enid.ruizmattei@coloradocollege.edu">Enid.ruizmattei@coloradocollege.edu</a>	237-8977	2 <sup>nd</sup> Tuesday of each month, 5:15 – 6:15pm
Twain: SAC Chair	Alysa Webb	Sight impaired – no email	475-7465 963-6708	
Wilson: SAC Chair	Sue Buck	<a href="mailto:Sbuck521@gmail.com">Sbuck521@gmail.com</a>		

# SAC Chair Information from Schools 2017-18

## Middle School

School	Name	Email	Phone #	Meeting Dates
Galileo: SAC Chair	Wendy Crunkleton	<a href="mailto:wendycrunkleton@gmail.com">wendycrunkleton@gmail.com</a> ;	203-6409 809-8239	
Holmes: SAC Chair	Jo Ann Hopper-Davis	<a href="mailto:Joann.davis@d11.org">Joann.davis@d11.org</a> ;	231-7479 328-3095	8/30, 9/27, 10/20, 11/29, 12/12(tentative), 1/24, 2/28, 3/16, 4/25, 5/19
Jenkins: SAC Chair	Ken Peterson	<a href="mailto:kenpeterson@earthlink.net">kenpeterson@earthlink.net</a> ;	232-9083	2 <sup>nd</sup> Tuesday of each month – media center @ 6:00pm
Mann: SAC Chair	Jamie Mayer	<a href="mailto:ilynnl1mf@gmail.com">ilynnl1mf@gmail.com</a> ;	304-1536	
North: SAC Chair	Pending			2 <sup>nd</sup> Tuesday of the month starting 9/12, 6:30 – 7:30pm
Russell: SAC Chair	Naomi Boris John Boris	<a href="mailto:Naomi92@yahoo.com">Naomi92@yahoo.com</a> ;	520-304-2051	9/12, 10/10, 11/14, 12/12, 2/13, 3/13, 4/10, 5/8 At 6:00pm
Sabin: SAC Chair	Velvet Stepanek	<a href="mailto:vstepanek@msn.com">vstepanek@msn.com</a> ;	964-6002	2 <sup>nd</sup> Monday of each month in library at 6:00pm
Swigert: SAC Chair	Daryl Trujillo	<a href="mailto:Daryl.Trujillo@d11.org">Daryl.Trujillo@d11.org</a> ;	406-8659 328-6918	
West Campus: SAC Chair	Maria Masonen	<a href="mailto:mmasone@mssd14.org">mmasone@mssd14.org</a> ;		



# SAC Chair Information from Schools 2017-18

## HIGH SCHOOL/ALTERNATIVE SCHOOL

School	Name	Email	Phone #	Meeting Dates
Coronado: SAC Chair	Doug Abernethy	<a href="mailto:doug@rtaarchitects.com">doug@rtaarchitects.com</a>		9/11, 10/9, 11/13, 12/11, 1/8, 2/12, 3/12, 4/9, 5/14
Doherty: SAC Chair	Audrey DeRubis	<a href="mailto:Taos4@comcast.net">Taos4@comcast.net</a>	719-629-6023	8/14, 9/11, 10/9, 11/13, 12/11, 1/8, 2/12, 3/12, 4/9, 5/14
Mitchell: SAC Chair	Amy Sanchez	<a href="mailto:Amy_lynn0609@hotmail.com">Amy_lynn0609@hotmail.com</a>		2 <sup>nd</sup> Tuesday of every month @7:00
Palmer: SAC Chair	Kathy Soloman	<a href="mailto:palmer@thesolomons.com">palmer@thesolomons.com</a>	337-5214	9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10
Bijou School: SAC Chair				
Tesla MS/HS: SAC Chair	Barbara Young	<a href="mailto:Barbie59cutie@yahoo.com">Barbie59cutie@yahoo.com</a>	646-8655	9/21, 10/26, 11/3-, 1/25, 2/22, 3/22, 4/26
Achieve K-12/Digital SAC Chair	Dan Ottersberg	<a href="mailto:Daniel.ottersberg@d11.org">Daniel.ottersberg@d11.org</a>	328-3005	9/27, 11/29, 1/24, 3/28
Early College HS SAC Chair	Joseph Mezzofante	<a href="mailto:mezzofantej@gmail.com">mezzofantej@gmail.com</a>		1 <sup>st</sup> business Monday of every month, beginning on Sept. 11 at 4:30pm



# SAC Chair Information from Schools 2017-18

## CHARTER SCHOOLS

School	Name	Email	Phone #	Meeting Dates
CIVA: SAC Chair				
AACL: SAC Chair				
Community Prep: SAC Chair				
Globe: SAC Chair	Kristine Kovac	<a href="mailto:Trudty-family@hotmail.com">Trudty-family@hotmail.com</a> ;	229-5638	
Life Skills: SAC Chair				
Roosevelt Charter Academy: SAC Chair	Lyndel Randash	<a href="mailto:lrandash@rca-csprings.org">lrandash@rca-csprings.org</a>	719-637-0311 ext 1114	Wednesdays: 9/6/17, 10/4/17, 11/1/17, 12/6/17, 1/3/18, 2/7/18, 3/3/18, 4/4/18, 5/2/18



School	SPF2016_Rating	SPF2016_Percentage	SPF2017_Rating (Prelim-8.25.17) <sup>1</sup>	SPF2017_Percentage
Academy ACL	Performance	68.6	Distinction & Performance	86.8
Achieve Online	Performance	61.56	Performance	69.27
Adams ES	Improvement	50.5	Priority Improvement	40.6
Audubon ES	Improvement	49.3	Performance	63.5
Bijou HS	Improvement	55.62	Performance	70.97
Bristol ES	Distinction & Performance	84.2	Performance	58.9
Buena Vista ES	Distinction & Performance	82.5	Performance	72.1
Carver ES	Improvement	51.8	Performance	70.9
Chipeta ES	Performance	79.5	Performance	77.2
CIVA HS	Performance	79	Performance	75.5
Columbia ES	Performance	71.5	Performance	63.5
Community Prep HS	Performance	75.76	Performance	76.1
Coronado HS	Priority Improvement	45.8	Performance	53.5
Doherty HS	Performance	62.9	Performance	56.8
Early College HS	Insufficient	N/A	Improvement	45.7
Edison ES	Performance	72.2	Performance	75.4
Freedom ES	Performance	64.5	Performance	58
Fremont ES	Improvement	51.2	Performance	63
Galileo MS	Improvement	49.7	Priority Improvement	41.6
GLOBE ES	Performance	65	Performance	65.8
Grant ES	Performance	67	Performance	54.4
Henry ES	Performance	76.2	Distinction & Performance	84
Holmes MS	Improvement	51	Performance	63
Howbert ES	Distinction & Performance	90	Improvement	49.7
Jack Swigert MS	Improvement	51.7	Priority Improvement	38.7
Jackson ES	Performance	60.1	Improvement	48.5
Jenkins MS	Performance	64.1	Performance	55.3
Keller ES	Improvement	50.8	Performance	60.4
King ES	Performance	63.2	Improvement	52.7
Life Skills HS	Improvement	48.31	Improvement	48.41
Madison ES	Performance	58.5	Priority Improvement	41.2
Mann MS	Performance	55.8	Priority Improvement	35.5
Martinez ES	Performance	72.8	Performance	55.4
McAuliffe ES	Improvement	41.2	Improvement	43.7
Midland ES	Performance	60.2	Improvement	45.7
Mitchell HS	Priority Improvement	47.3	Priority Improvement	42.1
Monroe ES	Priority Improvement	38.6	Priority Improvement	39.4
North MS	Improvement	44.5	Turnaround	32.8
Palmer HS	Improvement	60.5	Improvement	52.8
Penrose ES	Performance	72.4	Performance	57.6
Queen Palmer ES	Improvement	49.6	Improvement	46
Rogers ES	Improvement	41.1	Priority Improvement	40
Roosevelt ES	Performance	58.6	Improvement	49.2
Rudy ES	Performance	73.2	Performance	58.1
Russell MS	Improvement	50.8	Performance	72
Sabin MS	Improvement	48.3	Turnaround	33



School	SPF2016_Rating	SPF2016_Percentage	SPF2017_Rating (Prelim-8.25.17) <sup>1</sup>	SPF2017_Percentage
Scott ES	Performance	78.8	Distinction & Performance	80.2
Steele ES	Distinction & Performance	80.4	Performance	73.9
Stratton ES	Performance	60.1	Performance	59.3
Taylor ES	Performance	58.6	Performance	61.5
Tesla EOC	Improvement	57.6	Improvement	47.25
Trailblazer ES	Distinction & Performance	80.4	Performance	58.6
Twain ES	Performance	54.3	Improvement	50.8
West ES	Improvement	41.8	Turnaround	30.7
West MS	Performance	60.4	Improvement	43
Wilson ES	Performance	55.6	Performance	54.5
<b>Total</b>	<b>55</b>		<b>56</b>	
<b>Performance</b>	<b>33</b>		<b>32</b>	
<b>Improvement</b>	<b>19</b>		<b>13</b>	
<b>Priority Improvement</b>	<b>3</b>		<b>8</b>	
<b>Turnaround</b>	<b>0</b>		<b>3</b>	

<sup>1</sup>SPFs are preliminary and not final until December. Distinction schools are predicted but not yet approved by the DAC Committee--may change, the R2R CDE process may change some school statuses with final decision in January.

### District Accountability Committee – Full DAC

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

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

**District Contact:** Dr. Mary Thurman ([mary.thurman@d11.org](mailto:mary.thurman@d11.org)), deputy superintendent, Personnel Support Services

**Full DAC 2017 – 18 Charge:**

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

**Meeting Dates:** August 17, 2017, September 21, 2017; October 19, 2017; November 16, 2017; January 18, 2018; February 15, 2018; March 15, 2018; April 19, 2018, May 17, 2018

Name	Category	Location
Parth Melpakam	Chair DAC Committee	Scott ES
Wendy Chiado	Vice Chair DAC/Chair Membership Committee	80915
Neil Pettigrew	Parent-Elementary School	Henry ES
Vicky McLaughlin	Parent-Elementary School	Buena Vista ES
Darleen Daniels	Parent-Elementary School	Martinez ES
Carol Nuss	Parent-Elementary School	King ES
Velvet Sepanek	Parent-GT Student	Scott ES
Alana Gregory	Parent-ELL Student	Chipeta ES
Naomi Boris	Parent-Middle School	Russell MS
Lara Crowell	Parent-Middle School	Jenkins MS
Carl Schueler	Parent-High School	Palmer HS
Stacy Ruddy	Parent-High School	Doherty HS
Joseph Mezzofante	Parent-Alternative School	Early College HS
Hannah Smith	Parent-Charter School	AACL
Melissa Cholewa	Teacher-Elementary School	Globe Charter
Carla Scott	Teacher-Elementary School	Carver ES
Esther Smith	Teacher-Middle School	North MS
Amanda Hawkins	Teacher-High School	Mitchell HS
Keith Clayton	Teacher-High School	Early College
LynDel Randesh	Teacher-Charter	Roosevelt Edison
Brian Casebeer	Elementary School Administrator	Henry ES
Chris Kilroy	Middle School Administrator	North MS
David Dubois	High School Administrator	Coronado HS
Jo Meyers	Community Member	80909
Lyman Kaiser	Community Member	80918
Jan Rennie	Community Member	80917



### District Accountability Committee – Full DAC

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

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

**District Contact:** Dr. Mary Thurman ([mary.thurman@d11.org](mailto:mary.thurman@d11.org)), deputy superintendent, Personnel Support Services

Name	Category	Location
Bob Null	Community Member	80909
Chyrese Exline	Community Member-Business/Industry	80918
Victoria Henderson	Military Community	Peterson AFB
Cynthe Winebrenner	ESP Representative	Mitchell HS
John Roebke	<b>Chair</b> Budget Subcommittee	Coronado HS
Ed Plute	<b>Chair</b> Accreditation/Achievement Subcommittee	80919
Mary Thurman (ex-officio)	Administrative Liaison	Central Administration
Trudy Tool (ex-officio)	Administrative Support	Central Administration
K-12 Executive Directors (ex-officio)	Administrative Support	Central Administration

## District Accountability Committee (DAC) – Accreditation Subcommittee

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

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

**District Contact:** Dr. Janeen Demi-Smith ([janeen.demi-smith@d11.org](mailto:janeen.demi-smith@d11.org)), executive director, Educational Data and Support Services

### DAC Accreditation Subcommittee 2017-18 Charge:

#### Achievement (District)

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

#### Achievement (Schools)

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

#### Accreditation (District to Schools)

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

#### Accreditation (State to District)

1. Monitor the process of accrediting the District.

**Meeting Dates:** Generally, 2<sup>nd</sup> and 4<sup>th</sup> Monday from 5:00pm-6:30pm throughout the school year

Name	Position	Location
Janeen Demi-Smith (ex-officio)	Executive Director	Educational Data & Support Services
Lyman Kaiser	Community Member	80918
John Keane	Executive Director	K-12 Schools
Paul Medina, Jr.	Research Analyst	Educational Data & Support Services
JoAnn Meyers	Community Member	80919
Patricia (Trish) Nixon	Community Member	80917
Ed Plute (Chair)	Community Member	80919
Manuel Ramsey	Elementary School Principal	Bristol ES
Jim Mason (ex-officio)	BOE	80903
Carolyn Graham	Elementary Teacher	Madison ES
Ama Dei	Assistant Principal	Russell MS
Clara Hoellerbauer	Assistant High School Principal	Palmer HS
Jenny Courtier	Elementary Teacher	Rogers ES



### District Accountability Committee (DAC) – Budget Subcommittee

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

**Created through:** C.R.S. 22-11-302 and Board Policy AE, Accountability/Commitment to Accomplishment and AE-R-1, District Accountability Committee Bylaws

<https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE.pdf> and

<https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE-R-1.pdf>

**District Contacts:** Dr. Mary Thurman ([mary.thurman@d11.org](mailto:mary.thurman@d11.org)), deputy superintendent, Personnel Support Services and Ken Wieck ([kenneth.wieck@d11.org](mailto:kenneth.wieck@d11.org)), director, Budget and Planning

#### DAC Budget Subcommittee 2017-18 Charge:

1. Participate in the budget review and creation process for FY2018-2019.
2. Review and submit recommendations, with regard to prioritizations of budget modifications, before approval by the Board of Education, as applicable.
3. Receive and review existing reports on optimization of utilization and capital replacement plans, technology, and the Facilities, Operations and Transportation Department as well as budgetary impact of programs related to concurrent enrollment, career pathways, Early College High School, advancement placement fees, and summer enrichment.
4. Review tools and practices that promote an accurate and clear representation of district budgetary needs for its constituents, related to state school finance challenges and associated alternative methods of resources.

**Meeting Dates: 2017:** 9/26, 10/10, 10/24, 11/14, 11/28, 12/12

**2018:** 1/9, 1/23, 2/13, 2/27, 3/13, 4/10, 4/24, 5/8, and 5/22

*Meeting dates subject to change or cancellation. Supplemental meetings may be added.*

Name	Position	Location
John Roebke	Chair/Parent – Coronado	80918
Deborah Boisselle	Teacher – CTE/Special Education	Doherty High School
Lara Crowell	Parent – Freedom and Jenkins	80923
Jamie Cushenbery	Teacher – Social Worker	Mitchell High School
Andrew Hug	Parent-Chipeta	80918
Tom Hunt	Executive-Professional/ADS Project Manager	Technology Services
Sanford “Pete” Lee	Legislative Liaison	80906
Bob Miner	Community Member	80918
Trish Nixon	Community Member	80917
Bob Null	Community Member	80909
Ken Pfeil	Executive-Professional/Assistant Principal	Sabin Middle School
Kim Polomka	Parent – Taylor	80909
Jan Rennie	Community Member	80917
Carl Schueler	Parent –Palmer	80907
Toni Seberger	ESP – Staff Assistant	Food Services
Elisa Villarruel	ESP-Community Liaison/ESP Council Pres.-elect	Doherty HS/ESP Council
Nora Brown (Ex-officio)	Board of Education Liaison	Board of Education
Glenn Gustafson (Ex-officio)	Deputy Superintendent/Chief Financial Officer	Business Services
Laura Hronik (Ex-officio)	Director	Fiscal Services
Becky Moore (Ex-officio)	Secretary to Division Head/Budget Analyst I	Business Services/Budget
Ken Wieck (Ex-officio)	Director	Budget and Planning