

## **COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Dr. Michael J. Thomas, Superintendent  
Phoebe Bailey, Assistant Superintendent

### **School Accountability (SAC) Training Agenda**

**January 31, 2019**

**Tesla Professional Development Center**

**6:00pm – 8:00pm**

**Room 116/129**

6:00 – 6:10pm (room 116/129)	<b>Welcome, Introductions</b> Dr. Parth Melpakam – DAC Chairperson
6:10 – 6:45pm	<b>Strategic Plan Scope, Processes and initial results of internal staff surveys</b> – Dr. Michael J. Thomas, Superintendent (room 116/129)
6:45 – 7:15pm	<b>Briefing - Highlighting the Key Findings and Recommendations from the Demographic Study</b> – Dr. Janeen Demi-Smith, Executive Director – Educational Data and Support Services (room 116/129)
Session 1:	7:20 – 7:50pm <ul style="list-style-type: none"><li>1. <b>Galileo K-12- test 2 (Interpreting and using the results at the building level)</b> – Ashley Byers, Assessment Facilitator (room 110)</li><li>2. <b>Discussion on the Strategic Plan Information/Demographic Study (Recommendations and what can SACs do at the school level)</b> – Facilitators (room 116/129)</li></ul>
7:55pm	<b>Conclusion - room 116</b> <ul style="list-style-type: none"><li>▪ Evaluation of Training (leave on table at door)</li><li>▪ Door Prize</li></ul>



Colorado Springs School District 11  
**Family Learning Institute**

February 5, 2019  
Galileo School of Math and Science  
1600 N. Union Blvd.,  
Colorado Springs, CO 80909  
6pm - 8pm (light dinner at 5:45 pm)

Topics Include:

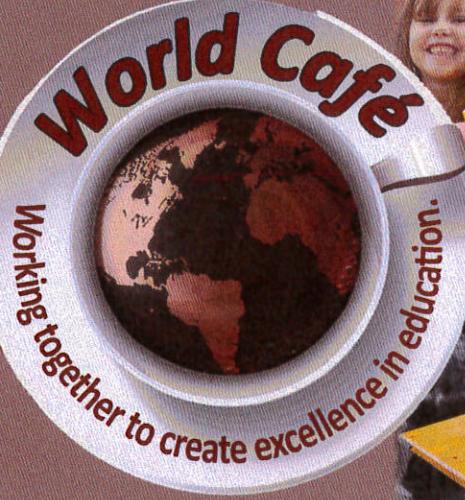
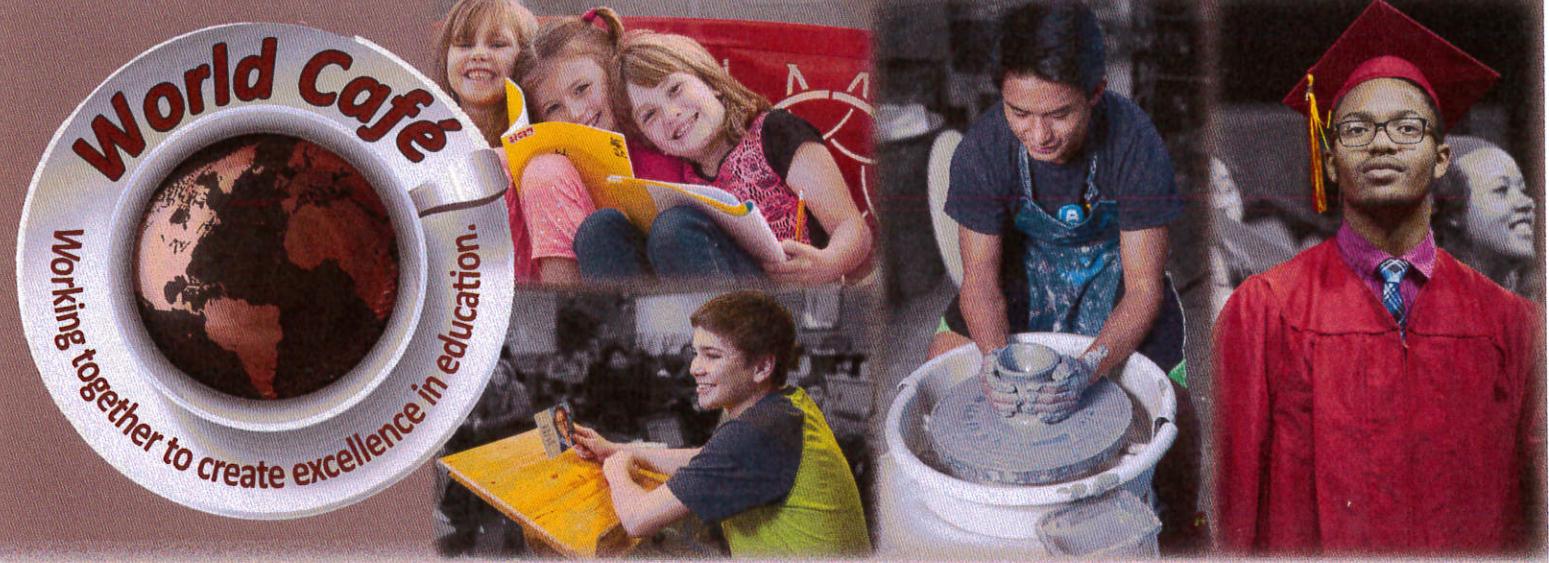
**Start the Conversation:  
How to Talk with Young People About  
Vaping, JUULs, and Other Electronic  
Nicotine Devices**  
- Tobacco Education and Prevention Partnership

**When To Worry About Worry:  
What Parents Need to Know  
About Teen and Childhood Anxiety**  
- Lori Salgado, PhD.  
Depression and Bipolar Support Alliance (DBSA), Colorado Springs

**Social Emotional Learning:  
What it Means in School District 11 and  
What Parents Need to Know About it**  
- Cory Notestine  
Counseling Director, Colorado Springs School District 11

*The goal of the Family Learning Institute is to actively engage parents, guardians, and community members in hot topics in education meeting the needs of the school, community, and district.*

[www.d11.org/FLI](http://www.d11.org/FLI) 



## Become A Part of the Core Planning Team!

Colorado Springs School District 11 is in the beginning stages of developing a strategic plan, which will serve as the blueprint for change and a framework for decision making for the future. This strategic plan will include a district mission, a plan of action, and measurement tools to chart the progress toward planned goals. In order to reflect the ideas and interests of the communities we service, the development of the strategic plan requires the involvement of community members, parents, staff, students, and district leaders. **This is your invitation to apply to serve on the Core Planning Team.**

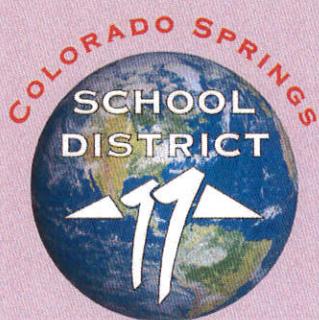
As a Core Planning Team participant, you will contribute to the creation of a long-term vision and plan for the school district. Participation on the Core Planning Team requires a significant investment of time and energy. The dates listed below are required meeting dates:

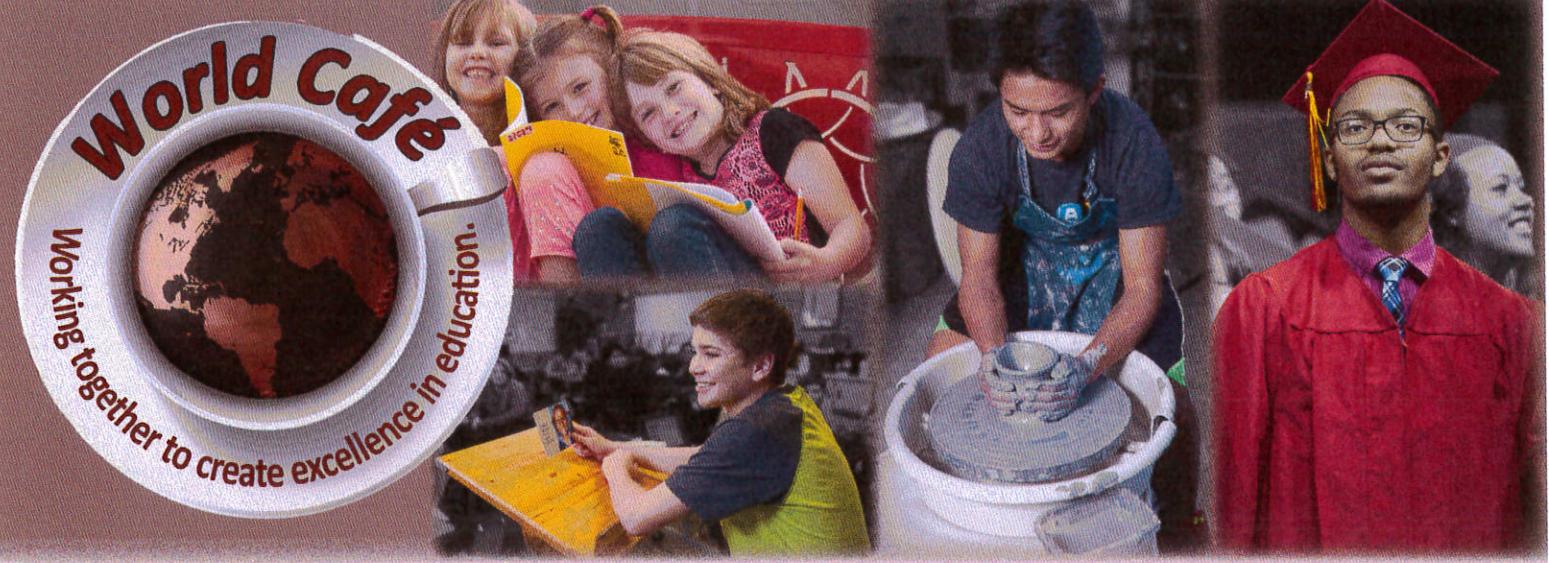
- February 21, 22, and 23, 8 a.m.-5 p.m. for the planning retreat
- May 4, 8 a.m.-5 p.m. for the final review

Other dates may be scheduled as needed. The deadline to apply is Monday, February 4, and the notification of selection will be made by Tuesday, February 12. We anticipate there will be many individuals who will apply to serve on the Core Planning Team. Our responsibility is to ensure the Core Planning Team is representative of the diversity of our schools and community. The Core Planning Team will be limited to 30 members, and applicants may be asked to serve in other capacities.

If you would like to be considered as a participant of this working team, please complete the online application by clicking on this link: <https://www.d11.org/StratPlanTeam>.

If you have questions, please contact LeAnn Dow, chief of staff, at 719-520-2001.





Community members, parents, students, and staff are invited to come to any of School District 11's **World Cafés** and participate in these important community conversations.

**Wednesday, January 30**

- Tesla Education Center, 2560 International Circle, 8:30-11 a.m.
- Colorado Springs Fire Station #8, 3737 Airport Road, 3:30-6 p.m.

**Thursday, January 31**

- Tim Gill Center, 315 E. Costilla Street 9:30 a.m.-12 p.m.
- Roy J. Wasson Academic Campus, 2115 Afton Way 6-8:30 p.m. (child care provided)

**Friday, February 1**

- Urbanites, 506 E. Moreno Avenue 9-11:30 a.m.

**Saturday, February 2**

- Masonic Lodge, 1150 Panorama Drive 9:30 a.m.-12 p.m.
- Space Foundation Discovery Center, 4425 Arrowswest Drive 2-4:30 p.m.

**Monday, February 4**

- Pikes Peak Library District, East Branch, 5550 N. Union Blvd. 10 a.m.-12:30 p.m.

## **What is a World Café?**

- Small group conversations
- Informal setting
- An opportunity to think together about our future
- A chance to learn from each other
- An opportunity to make an impact on the future of School District 11

## **Conversation Matters!**

We are beginning a comprehensive strategic planning process. Our *World Café* will focus on conversations that help inform the planning process. The ideas that emerge will be shared with our strategic planning team. We need your help as we work to shape the future of District 11.

When discovering what we care about, conversation has always been very important. It is how we have shared our knowledge, imagined the future, and established commitment to our community.

Colorado Springs School District 11 is committed to fostering a learning community of excellence. Our commitment is to build meaningful and trusting relationships so our staff, students, parents, and community can work together to ensure all students achieve.

Come to a **World Café** and help us shape the future of School District 11. Visit <https://www.surveymonkey.com/r/D11Worldcafe> to let us know which *World Café* you will attend.



# Data Review

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## Data Review Agenda

- Survey Details
  - Overall Score
  - Scale Review
  - Item Review
- Key Observations
  - Process/Planning
  - Discussion



1



**Empowering Leaders.  
Aligning Organizations.  
Driving Results.**



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21 Items in 9 Scales



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## Orgametrics® Data Review

Survey Details

Colorado Springs District 11  
Survey Launch: 12.6.18  
Survey Close: 12.21.18

### Responses

Total Employees (from email file): 3,784  
Total Responses: 2,116  
Response Rate: 55.9%

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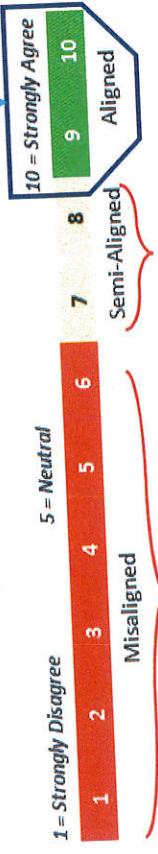
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## Orgametrics® Data Review

Scoring and Interpretation

*Strong alignment in an organization occurs when a high percentage of employees express strong positive responses to Alignment questions*



Responses in this range are not bad, but they are also not "good enough." These responses express clear disagreement with Alignment questions or, at best, neutral to passive agreement. These responses suggest an organization with significant Alignment opportunities.

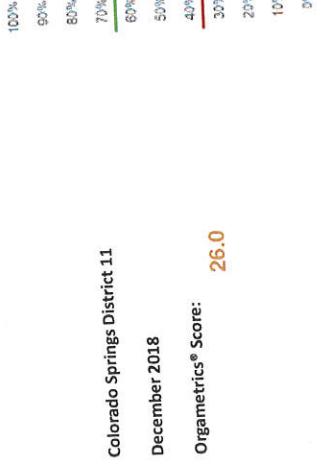
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>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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## Orgametrics® Data Review

Results - Overall Score



5

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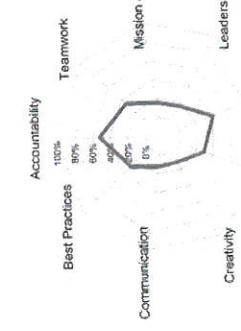
## Orgametrics® Data Review

Results

Results - Scale Scores

Orgametrics® Scale Scores

Orgametrics® Scale	Score
Accountability	51.5%
Empowerment	40.6%
Teamwork	33.7%
Development	28.9%
Best Practices	28.2%
Leadership	16.5%
Mission & Vision	15.8%
Communication	11.8%
Creativity	11.3%
Orgametrics® Score	26.0%



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Orgametrics® Data Review

Results

Items with the Highest Number of Aligned Responses (9-10)

Orgametrics® Item Scores

	Aligned	Avg
<b>Top 3 Aligned</b>		
7. I feel a strong sense of responsibility to meet my performance goals and objectives.	67.7%	8.8
16. I have the authority to do my job without being micromanaged.	54.3%	7.9
11. In my school/department group, we work well together as a team.	49.6%	7.9

>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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## Orgametrics® Data Review

Results

### Items with the Highest Number of Mis-Aligned Responses (1-6)

Orgametrics® Item Scores
--------------------------

### Items with the Highest Number of Mis-Aligned Responses (1-6)

Top 3 Mis-Aligned	Mis-Aligned Avg
1. In District 11, we regularly talk about our Strategic Plan.	5.4
3. In District 11, we have effective methods for generating new ideas to improve our work.	5.6
4. Employee ideas and suggestions are valued.	5.7

Alignment	5.9%	19.9%	69.9%	4.9
20. In District 11, resources (e.g. money, people, etc.) are aligned to meet our Strategic Plan.	6.6%	22.4%	66.7%	5.1
21. In District 11, rewards and recognition programs recognize performance that is aligned with our Strategic Plan.	5.2%	17.4%	73.1%	4.6

> 65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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## Orgametrics® Data Review

Results - Additional Items - Alignment Scale



## Orgametrics® Data Review

Results - Key Observations



## Orgametrics® Data Review

Results - Key Observations



Accountability	51.5%	27.4%	18.1%	8.1
7. I feel a strong sense of responsibility to meet my performance goals and objectives.	67.7%	21.2%	8.2%	8.8
8. In my school/work group, we hold each other accountable to achieve our goals.	35.3%	33.6%	28.1%	7.3

Employees have a very strong sense of personal accountability (67.7% Aligned). A sense of shared accountability, however, is not as high (35.3% Aligned).

Accountability Gap: 32.4 points

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Teamwork	33.7%	27.5%	35.4%	7.0
11. In my school/department group, we work well together as a team.	49.8%	25.9%	20.9%	7.9
12. In District 11, we work well across grades, departments and teams.	17.6%	29.2%	49.9%	6.1

Work within teams is very strong (49.8% Aligned). Work between/across teams, however, is not as strong (17.6% Aligned).

Teamwork Gap: 32.2 points

11

10

## Orgametrics® Data Review

Results - Key Observations



### Empowerment

16. I have the authority to do my job without being micromanaged.	40.6%	25.2%	30.3%	7.2
17. I am empowered to do my job without getting slowed down by bureaucracy.	27.0%	29.2%	40.0%	6.5

Employees have a very strong sense of personal autonomy (54.3% Aligned).  
A sense of system-wide autonomy, however, is not as high (27.0% Aligned).

Empowerment Gap: 27.3 points

## Orgametrics® Data Review

Results - Key Observations



Leadership	16.5%	28.7%	50.2%	6.0
13. Leaders in District 11 are authentic: You can trust what they say to be true.	16.1%	32.1%	48.2%	6.0
14. Leadership has a good plan in place to guide our district into the future.	11.2%	28.5%	55.7%	5.7
15. I have received performance goals from my supervisor that are aligned with our Strategic Plan.	22.3%	27.5%	46.6%	6.2

Employees finding leaders authentic, trusting what they say to be true (16.1% Aligned)  
Confidence in the plan in place (11.2% Aligned)  
Receiving performance goals aligned with Strategic Plan (22.3% Aligned)

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## Orgametrics® Data Review

Recommendations



### Spend time with your data

- What is going on behind these results?
- Zoom out: look at district-wide data and look for actionable areas
- Leverage the comments to deepen understanding of employee perspectives
- Identify areas of strength and areas of critical need
- Use feedback to spark discussion and uncover more insights
- Continue to ask questions

## Orgametrics® Data Review

Recommendations

### Strengths, Links and Opportunities



### Semi-Aligned

- Accountability
- Empowerment

### Aligned

- Best Practices
- Leadership
- Communication
- Creativity

### Mis-aligned

- Teamwork
- Development
- Best Practices
- Leadership
- Mission & Vision
- Communication
- Creativity

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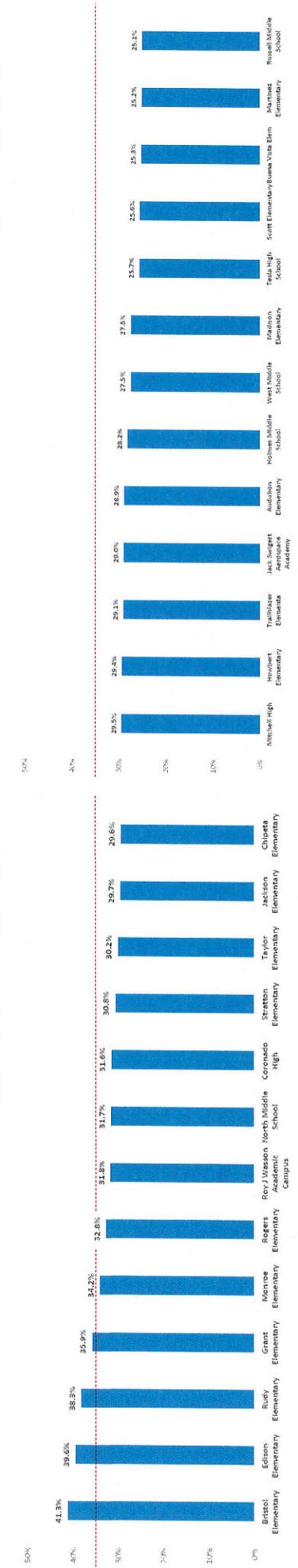
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## Orgametrics® Data Review

Results - Demographic Comparisons

Demo 01 - Schools - Top Group



>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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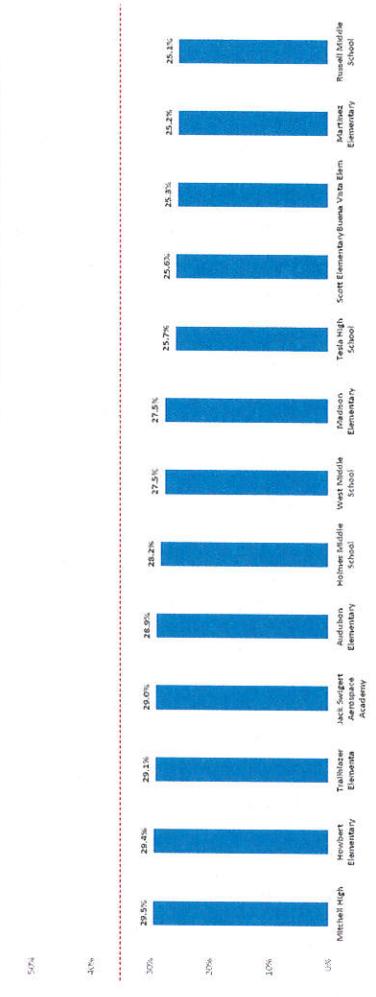
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## Orgametrics® Data Review

Results - Demographic Comparisons

Demo 01 - Schools - Group 2



>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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## Orgametrics® Data Review

Results - Demographic Comparisons

Demo 01 - Schools - Group 3



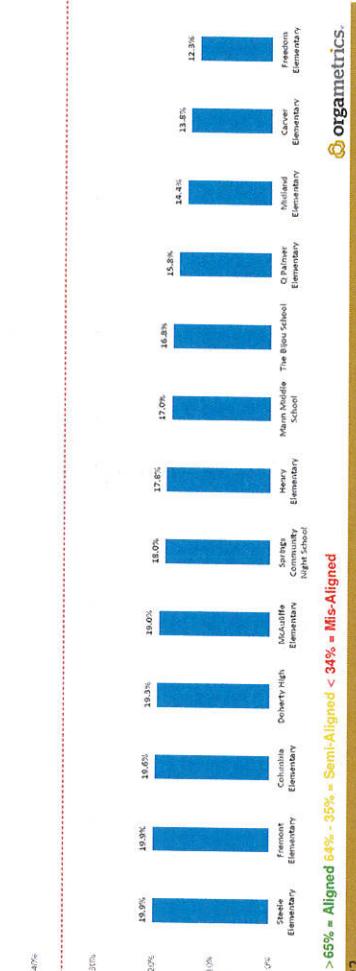
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## Orgametrics® Data Review

Results - Demographic Comparisons

Demo 01 - Schools - Group 4



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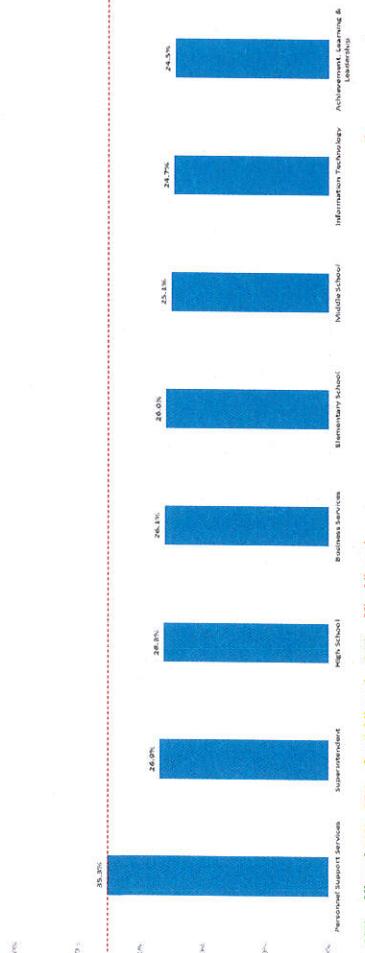
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## Orgametrics® Data Review

Results - Demographic Comparisons



Demo 02 - Dept/Location Type



>65% = Aligned 54% - 35% = Semi-Aligned < 34% = Mis-Aligned

>65% = Aligned 54% - 35% = Semi-Aligned < 34% = Mis-Aligned

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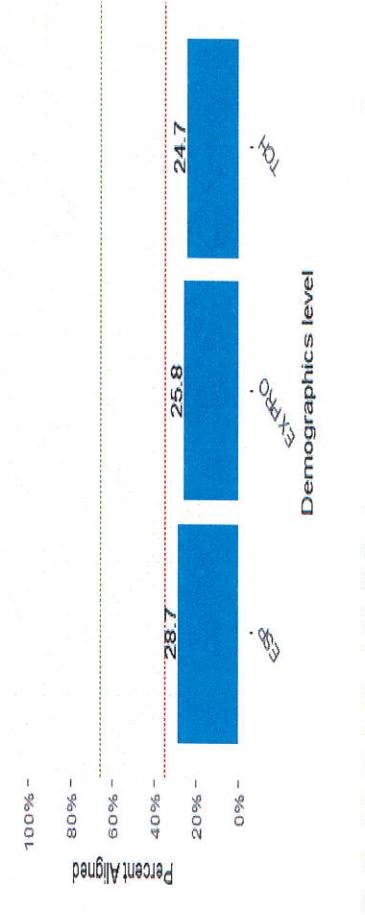
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## Orgametrics® Data Review

Results - Demographic Comparisons



ORGAMETRICS SCORE - demo03  
(non-Significant)

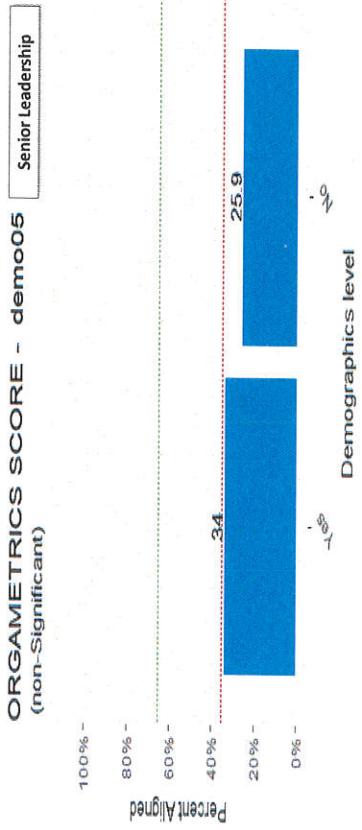


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## Orgametrics® Data Review

Results - Demographic Comparisons



>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

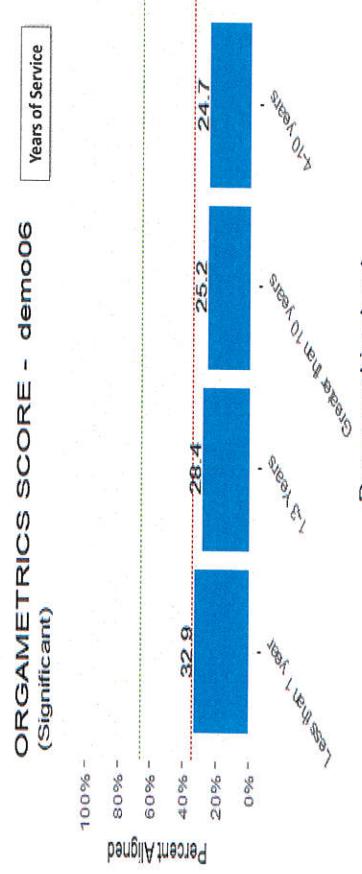
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>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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## Orgametrics® Data Review

Results - Demographic Comparisons



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>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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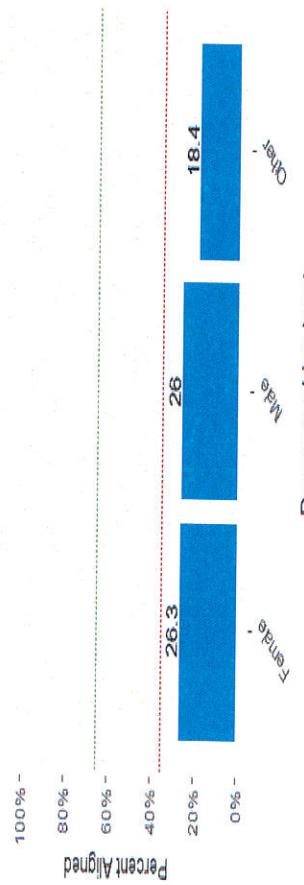


## Orgametrics® Data Review

Results - Demographic Comparisons

### ORGAMETRICS SCORE - demo07

Gender



>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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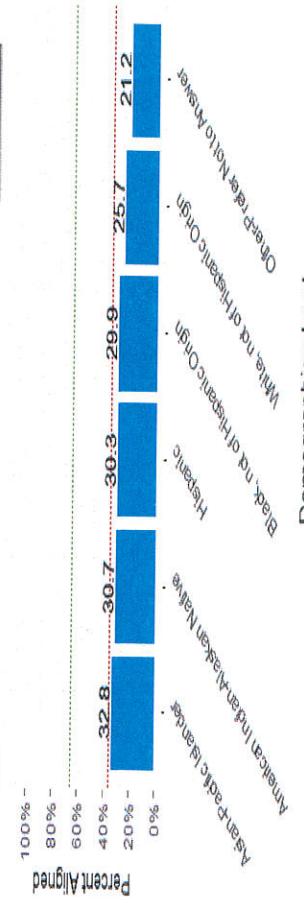


## Orgametrics® Data Review

Results - Demographic Comparisons

### ORGAMETRICS SCORE - demo08

Race/Ethnicity



>65% = Aligned 64% - 35% = Semi-Aligned < 34% = Mis-Aligned

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Phone: 612.865.7555

Email: artjohnson@orgametrics.net

**Orgametrics® Powered by Infinity Systems**

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Phone: 855.57.ALIGN | Email: info@orgametrics.net | Website: orgametrics.net

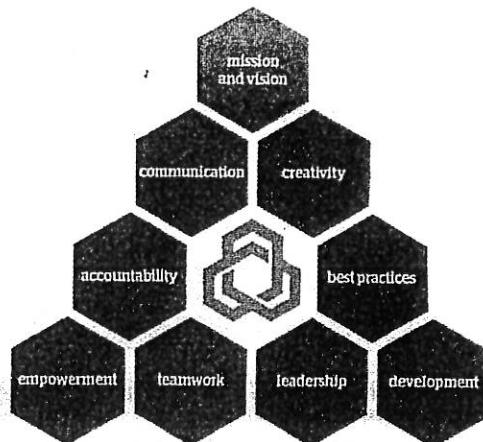


We are pleased to provide you with your Orgametrics® results.

Orgametrics® is a pulse survey that allows leaders to get a quick and meaningful assessment of how well their organization is aligned.

Based on years of experience working with Fortune 500 companies, public school districts, small businesses, government organizations, and non-profits, Orgametrics® measures critical indicators of Alignment in organizations, elements that must be aligned for organizations to perform at their best.

In this Snapshot Report, you will find the most important information you need to understand the current state of your organization and begin planning steps to strengthen your organization.



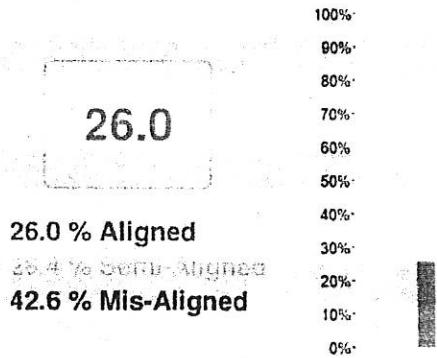
**Total Respondents: 2116**

## Your Orgametrics® Results

The charts below provide an overall picture of Alignment at Colorado Springs School District 11. Shown here are the average scores for each of the 9 scales measured by Orgametrics®.

Think of each score as an **Alignment Indicator**: The higher your score, the stronger your alignment as an organization in that area or scale.

Overall alignment occurs when the assessment reveals strong scores on each of the 9 areas of focus and an overall measure of alignment.



### Orgametrics® Scale Scores

Accountability	51.5%
Empowerment	40.6%
Teamwork	33.7%
Development	28.9%
Best Practices	28.2%
Leadership	16.5%
Mission & Vision	15.8%
Communication	11.8%
Creativity	11.3%
Orgametrics® Score	26.0%



>65% = Aligned      < 34% = Mis-Aligned

# FURTHERING THE MISSION - MTL. Best Practice



Aligned: Responses of 9-10  
 Semi-Aligned: Responses of 7-8  
 Misaligned: Responses ≤ 6

Strong alignment in an organization occurs when there is a high number of Aligned employees and a small number of Misaligned. As a general rule, an "Aligned" percentage of ≥ 65% and a "Misaligned" percentage <35% is very desirable. For an organization to be fully aligned and performing at its best, employees across the organization must be able to genuinely answer these questions with a strong response to put them in the Aligned category. (i.e. 9-10).

	Orgametrics® Score: 26.0	Aligned	Semi-Aligned	Mis-Aligned	Avg
<b>Communication</b>		11.8%	28.3%	58.6%	5.6
1. In District 11, we regularly talk about our Strategic Plan.	9.3%	27.0%	63.7%	5.4	
2. We regularly receive information on how well my school-work group is performing and meeting goals.	14.3%	29.6%	56.1%	5.8	
<b>Creativity</b>		11.3%	28.3%	58.1%	5.7
3. In District 11, we have effective methods for generating new ideas to improve our work.	9.0%	28.6%	62.4%	5.6	
4. Employee ideas and suggestions are valued.	13.6%	28.1%	58.3%	5.7	
<b>Best Practices</b>		28.2%	30.2%	39.0%	6.7
5. In my school-department, we regularly share ideas and learn from each other.	39.0%	31.3%	31.7%	7.4	
6. We look outside our district to learn better ways to do our work.	17.5%	28.1%	54.4%	6.0	
<b>Accountability</b>		51.5%	27.4%	18.1%	8.1
7. I feel a strong sense of responsibility to meet my performance goals and objectives.	67.7%	21.2%	11.1%	8.8	
8. In my school-work group, we hold each other accountable to achieve our goals.	35.3%	33.6%	31.1%	7.3	
<b>Development</b>		28.9%	31.9%	36.1%	6.8
9. I receive the training and development I need to perform my job well.	26.8%	34.9%	38.3%	6.8	
10. My supervisor and I discuss ways for me to develop my skills and career.	31.0%	28.8%	37.1%	6.7	
<b>Teamwork</b>		33.7%	27.5%	35.4%	7.0
11. In my school-department group, we work well together as a team.	49.8%	25.9%	20.3%	7.9	
12. In District 11, we work well across grades, departments and teams.	17.6%	29.2%	53.2%	6.1	
<b>Leadership</b>		16.5%	29.7%	50.2%	6.0
13. Leaders in District 11 are authentic: You can trust what they say to be true.	16.1%	32.1%	48.8%	6.0	
14. Leadership has a good plan in place to guide our district into the future.	11.2%	29.5%	55.3%	5.7	
15. I have received performance goals from my supervisor that are aligned with our Strategic Plan.	22.3%	27.5%	46.2%	6.2	
<b>Empowerment</b>		40.6%	25.2%	30.3%	7.2
16. I have the authority to do my job without being micromanaged.	54.3%	21.2%	20.5%	7.9	
17. I am empowered to do my job without getting slowed down by bureaucracy.	27.0%	29.2%	40.0%	6.5	
<b>Mission &amp; Vision</b>		15.8%	26.4%	53.9%	5.7
18. I understand the Strategic Plan of District 11.	14.1%	26.1%	56.0%	5.5	
19. I understand how my day-to-day work supports the Strategic Plan.	17.5%	26.8%	55.7%	5.8	
<b>Alignment</b>		5.9%	19.9%	69.9%	4.9
20. In District 11, resources (e.g. money, people, etc.) are aligned to meet our Strategic Plan.	6.6%	22.4%	68.9%	5.1	
21. In District 11, rewards and recognition programs recognize performance that is aligned with our Strategic Plan.	5.2%	17.4%	77.4%	4.6	

## Colorado Springs District No. 11 – Enrollment / Demographic Forecast

### Situation

- Fall 2018 Enrollment is Down Approximately 830 Students
- Potential Causes
  - Competition (Decline in Market Share)
    - Charters
    - Home Schooling
    - Adjacent Districts
    - Online
  - Departure from the Housing Stock
  - Decline in Family Population



Western Demographics, Inc.  
November 1, 2018

Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

001

002

## Enrollment Change Factors

- Basic Demographics
  - Births
  - Out-migration to Outer Suburbs
- Trajectory of Neighborhood School Enrollment
- Trajectory of Loss to Adjacent School Districts
- Decline in Market Share
- Charter School Growth

## Enrollment History by Grade

Historical Enrollment by Grade	Total by School Type												Net % Change	% Avg					
	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	(K-5)	(6-8)	(9-12)	(K-12)	pa
2013	2,403	2361	2315	2144	2137	2065	2010	1925	1956	1891	2012	2017	2478	13,425	5,891	3,998	2,7714	6,980	28404
2014	2,368	2323	2392	2350	2154	2102	1912	2018	1949	1892	2011	2386	13,499	5,879	3,998	2,7576	6,662	26332	
2015	2,290	2272	2268	2221	2188	2092	1852	1835	2024	1897	1799	1916	2447	13,281	5,761	3,839	2,7238	6,662	27937
2016	2,325	2223	2129	2189	2160	2211	1926	1853	1918	1973	1951	1991	2387	13,246	4,697	3,802	2,7245	6,662	27911
2017	2,182	2183	2134	2098	2175	2125	2020	1892	1855	1861	1976	1913	2398	13,835	5,767	3,149	2,6754	6,756	27427
2018	2,106	1976	2089	2019	1992	2050	1855	1980	1874	1832	1888	1896	2264	12,232	5,729	7,980	2,5821	767	26597

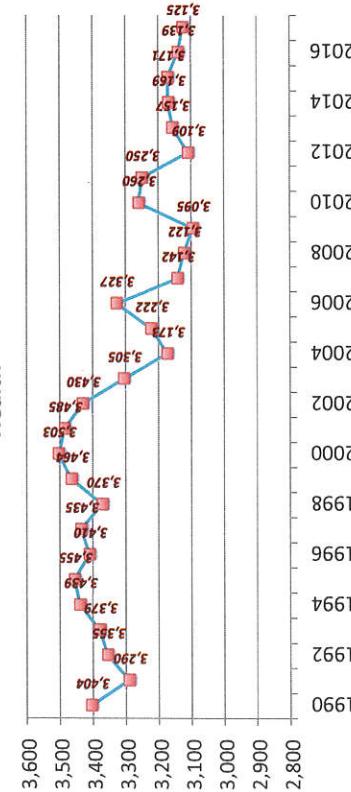
- District enrollment has declined significantly during the past five years with an average five-year decline of 1.3 percent. During the 2018 school year, there was a 3 percent decline.

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast  
004

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast  
003

## District 11 Births – 1990 - 2017

**Colorado Springs District No 11 - Births - Colo. Dept. Health**

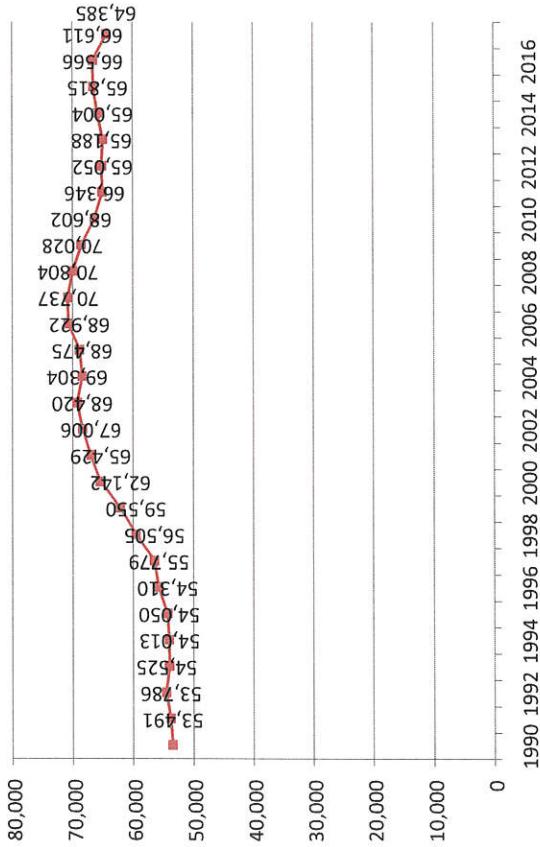


*District 11 Births have stabilized at approximately 3,100 during the past five years.*

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

.005

## State of Colorado Live Births - 1990 - 2017



0  
10,000  
20,000  
30,000  
40,000  
50,000  
60,000  
70,000  
80,000

### Active Land Developments

**Gold Hill Mesa** - 400 of 600 possible homes are occupied on the upper mesa and grading of the lower area near the smelter stack is underway and expected to be predominantly commercial – Residents have many school options. D-11 Student yield is less than .25 per house. 60 homes are under construction and the remaining units should be absorbed in 3 years. Impact would be limited to 15 – 20 students per year.



### Charter Schools

- There are dozens of small in-fill single family and town house developments under construction throughout the district – few of them will produce a significant number of new students
- The district is predominantly built-out and the percentage of new homes relative to existing housing in each attendance area is one percent or less – no students would be produced
- Gold Hill Mesa (SE corner S. 21<sup>st</sup> & Hwy. 24) is the only large development that will produce students



- Charter Schools Have Had a Significant Impact on District Enrollment Over Time
- Additional Charters in District 11 and in Adjacent Districts Should be Expected Over Time
- The Effects on Neighborhood School Enrollments Over Time Have Been Estimated in Aggregate Terms
- Specific Locations May have Focused Sub-regional Effects on Individual Schools Over Time

Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

006

Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

007

## Office Buildings for Lease That are Usable for Charter School Activity



There are at least two dozen commercial buildings in District 11 that could be retrofitted for use for a six to 18 classroom charter school at relatively low cost. The Zillow real estate website alone lists 9. This indicates a strong environment in District 11 for continued growth in charter schools and therefore, additional competition.

## Charter School Institute – Enrollment History and Forecast Based on Trend

Historical Enrollment	Forecast
2007-08	2027-28
2008-09	2026-27
2009-10	2025-26
2010-11	2024-25
2011-12	2023-24
2012-13	2022-23
2013-14	2021-22
2014-15	2020-21
2015-16	2019-20
2016-17	2018-19
2017-18	2017-18
2018-19	2016-17
2019-20	2015-16
2020-21	2014-15
2021-22	2013-14
2022-23	2012-13
2023-24	2011-12
2024-25	2010-11
2025-26	2009-10
2026-27	2008-09
2027-28	2007-08

Ten Year Average Annual Growth Rate  
Five Year Average Annual Growth Rate

154

142

148

769

5-yr Growth

142

148

148

State-chartered schools (CSI) have grown at approximately 154 students per year during the past ten years. At least 1400 additional students could attend CSI schools during the next ten years.

## Non-public Schools – Colorado Springs District 11 – 2007 - 2017

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007	1897	348	269	245	266	217	236	253	270	227	284	262	289	283	5346
2008	1471	245	218	235	248	229	220	204	235	262	262	282	250	280	4641
2009	1393	221	174	183	206	204	188	188	195	214	244	238	253	249	4150
2010	1108	200	160	135	147	176	158	164	175	176	236	232	224	260	3551
2011	1033	185	131	157	138	157	156	174	177	193	203	238	241	220	3403
2012	1047	176	136	135	143	143	131	154	174	174	221	200	203	248	3285
2013	1251	158	146	145	147	133	142	125	155	157	196	211	198	203	3367
2014	1054	165	114	127	123	126	126	144	117	149	181	216	213	186	3030
2015	1328	176	166	130	131	148	138	132	149	136	195	188	189	204	3410
2016	1019	172	149	166	149	137	149	165	165	173	211	224	218	206	3303
2017	1240	173	132	144	140	127	117	154	142	138	187	189	178	181	3242

## Home Based Education

ORGANIZATION NAME	HOME BASED EDUCATION FALL 2009-2017											
	Students Who Are Home-schooled Full-time and Not Eligible For Funding			FALL 2013			FALL 2014			FALL 2015		
	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017			
HARRISON 2	65	82	77	76	85	63	77	73	73	81		
WIDEFIELD 3	79	63	72	88	119	121	130	127	131			
FOUNTAIN 8	59	74	57	49	67	112	108	103	97			
COLORADO SPRINGS 11	739	722	650	621	495	559	859	530	471			
CHEYENNE MOUNTAIN 12	22	38	26	33	33	35	41	35	39			
MANITOU SPRINGS 14	8	11	14	24	12	21	5	7	8			
ACADEMY 20	359	420	387	323	378	347	318	342	286			
ELICOTT 22	0	8	0	0	0	0	0	21	22			
PEYTON 23 JT	32	31	31	48	29	23	20	26	36			
HALOVER 28	0	0	0	0	6	6	8	4	2			
LEWIS-PALMER 38	171	135	116	132	113	127	127	124	131			
FALCON 49	3668	297	231	241	57	307	510	325	174			
EDISON 54 JT	2	4	5	2	7	20	11	14	7			
MIAMI/ODER 60 JT	0	0	0	0	2	0	3	0	6			
El Paso County Total	1904	1885	1668	1637	1403	1743	2238	1734	1489			

*Non-public schools (private schools) have stabilized at approximately 3,200 students and have declined along with public school enrollment as students have left the urban core of the City of Colorado Springs.*

*Home schooling has declined to approximately 1,500 students and have declined along with public school enrollment.*

## Market Share

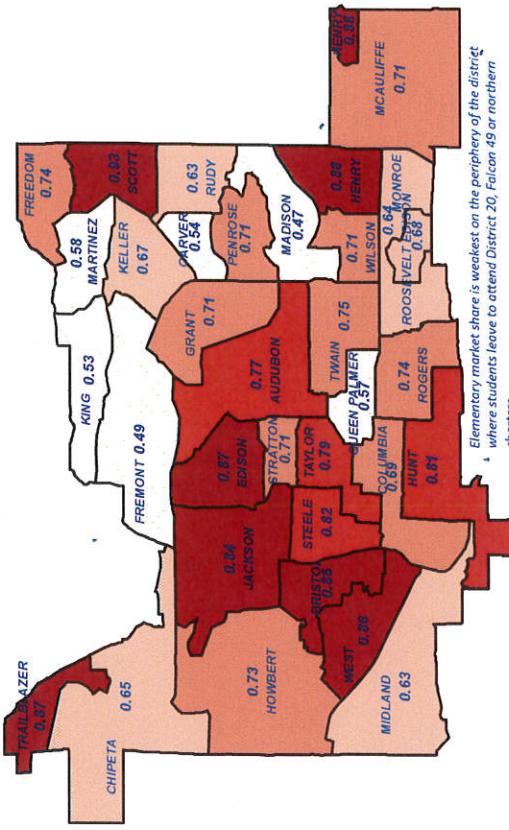
District 11 Public School Market Share Estimates - 10/2/18

Year	2009	2010	2011	2012	2013	2,014	2015	2,016
Estimate Source	ACS - Svr	ACS - 5yr						
All Age 5 - 10	15,560	17,386	16,314	16,008	16,925	16,849	17,398	18,570
All Age 11 - 13	7,336	8,462	7,246	8,821	8,943	8,674	8,573	8,548
All Age 14 - 17	10,448	11,698	11,165	12,041	13,655	12,462	12,935	12,282
Total Census	33,344	37,546	34,724	36,869	39,523	37,985	38,906	39,401

Year	2009	2010	2011	2012	2013	2,014	2015	2,016
D11 - ES - K-5	13878	13936	14071	13839	13425	13,499	13,281	13,246
D11 - MS	6151	6147	6072	5956	5891	5,879	5,761	5,697
D11 - HS	8913	8663	8552	8524	8398	8,298	8,239	8302
D11 Total	28942	28746	28795	28319	27714	27676	27281	27245

## Elementary Market Share



Elementary market share is weakest on the periphery of the district where students leave to attend District 20, Falcon 49 or northern charters.

Public school market share has been calculated by collecting the total school-aged population from the American Community Survey and comparing it to the District 11 student database. 2016 was the latest year available and generated the percentages shown in yellow.

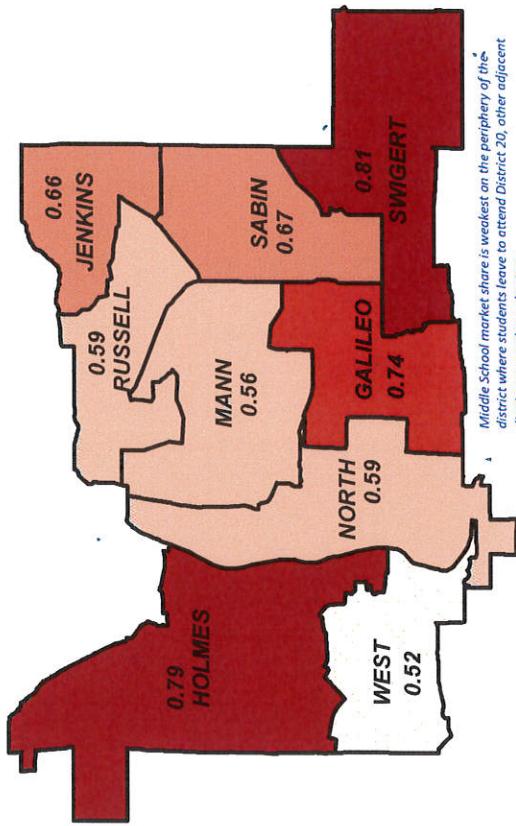
Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

012

013

013

## Middle School Market Share



Middle School market share is weakest on the periphery of the district where students leave to attend District 20, other adjacent districts or northern charters.

015

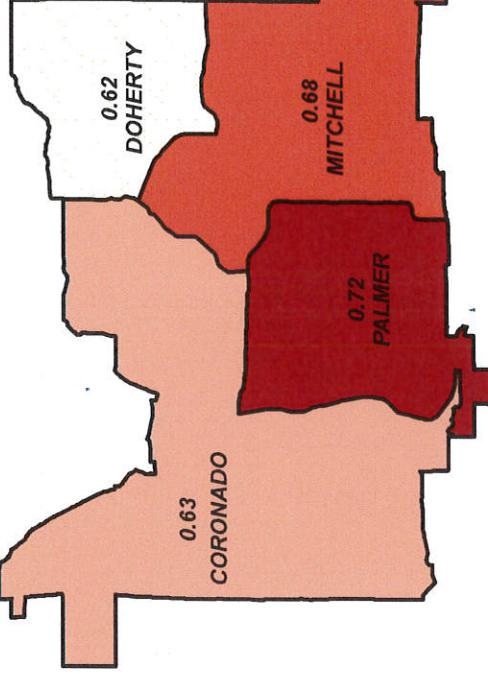
## Elementary Market Share

School	Market Share
Audubon	0.77
Bristol	0.86
Carver	0.54
Clipeta	0.65
Columbia	0.59
Edison	0.87
Freedom	0.74
Fremont	0.49
Grant	0.71
Henry	0.88
Howbert	0.73
Hunt	0.81
Jackson	0.84
Keller	0.67
King	0.53
Madison	0.47
Martinez	0.58
McGuire	0.71
Midland	0.63
Monroe	0.64
Pennrose	0.71
Queen Palmer	0.57
Rogers	0.74
Roosevelt Edison	0.68
Rudy	0.63
Scott	0.93
Steele	0.82
Stratton	0.71
Taylor	0.79
Trailblazer	0.87
Twain	0.75
West	0.86
Wilson	0.71
<b>Overall</b>	<b>0.71</b>

Colorado Springs District No. 11 - Western Demographics, Inc.  
Enrollment / Demographic Forecast

014

## Middle School Market Share



## High School Market Share

School	Market Share
Galileo	0.74
Holmes	0.79
Jenkins	0.66
Mann	0.56
North	0.59
Russell	0.59
Sabin	0.67
Swigert	0.81
West	0.52
<b>Overall</b>	<b>0.67</b>

Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

016

High School market share is weakest on the northern periphery of the district where students leave to attend District 20, or northern charters.

017

## High School Market Share

School	Market Share
Coronado	0.63
Doherty	0.68
Mitchell	0.68
Palmer	0.72
<b>Overall</b>	<b>0.68</b>

## D11 & Other Districts - Export / Import

District	EXPORT 2014-15	EXPORT 2015-16	EXPORT 2016-17	EXPORT 2017-18	IMPORT 2017-18
ACADEMY 20	2,129	2,380	2,395	2,446	349
CHARTER SCHOOL INSTITUTE	1,682	1,721	1,941	2,257	
FALCON 49	1,065	1,074	1,377	1,474	528
HARRISON 2	773	863	857	849	944
CHEYENNE MOUNTAIN 12	533	503	557	521	100
MANITOU SPRINGS 14	379	432	445	391	48
BYERS 32J	97	162	288	385	
COLORADO DIGITAL BOCES		139	110	140	
WILDEFIELD 3	93	75	104	86	150
DURANGO 9-R		29	66	66	
MAPLETON 1	40	70	56	48	1
FOUNTAIN 8	84	96	81	46	96
LEWIS-PALMER 38	36	39	48	44	16
Colorado School for the Deaf and Blind	57	51	45	40	
BRANSON REORGANIZED 82	42	27	27	28	
EDISON 54 JT	14	22	21	21	
ELLIOTT 22	12	9	12	20	10
ULESSBURG RE-1	35	25	18	20	
DOUGLAS COUNTY 1	29	9	21	11	2
WOODLAND PARK RE-2	9	13	15	11	14
PEYTON 23 JT	13	42	37	7	16

The districts departure to adjacent districts has accelerated to approximately 600 additional students per year in recent years.

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

## D11 & Other Districts - Export / Import

District	Import 2017-18											
	Export 2017-18											
	Export 2016-17											
	Export 2015-16	Export 2014-15	Export 2013-14	Export 2012-13	Export 2011-12	Export 2010-11	Export 2009-10	Export 2008-09	Export 2007-08	Export 2006-07	Export 2005-06	Export 2004-05
CALHAN RE-1	2	6	1	6	5	5	7	7	7	7	7	7
LAS ANIMAS RE-1												
ELIZABETH C-1												
LITTLETON G												
MONTEVISTA C-8												
MONTE VISTA C-8	4	3	2	2	2	2	2	2	2	2	2	2
ADAMS ARAPAHOE 28L												
DENVER COUNTY 1	1	1	1	1	1	1	1	1	1	1	1	1
FREMONT RE-2												
GREELEY 6												
HANOVER 28	2	2	3	1	1	1	2	2	2	2	2	2
PLATTE CANYON 1	1	1	1	1	1	1	1	1	1	1	1	1
PUEBLO COUNTY 60	1	1	1	1	1	1	1	1	1	1	1	1
ADAMS COUNTY 14	2	1	1	1	1	1	1	1	1	1	1	1
BIG SANDY 1001												
CANON CITY RE-1												
ELBERT 200												
ENGLEWOOD 1												
JEFFERSON COUNTY R-1	1	1	1	1	1	1	1	1	1	1	1	1
NIAM/RODEN 60 IT												
PARK COUNTY RE-2												
POUDRE R-1												
PUEBLO COUNTY 70												
ST VRAIN VALLEY RE 11												
<b>Total</b>	<b>7,138</b>	<b>7,780</b>	<b>8,509</b>	<b>8,938</b>	<b>2,332</b>							

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast  
Q21

## 10-year Enrollment Forecast

Year	Projections based upon 3 year weighted average (modified - kindergarten reconciled to birth correlation)																					
	K	1	2	3	4	5	6	7	8	9	10	11	12	(K-5)	(6-8)	(9-12)	(K-12)	Pre-School	Tot w PS	Nat Growth	% Growth	
2019	2075	1945	1894	1869	1979	1922	1944	1834	1957	1935	1846	1817	1923	11739	5655	7784	29232	776	26008	-589	-2.2%	
2020	2033	1914	1852	1784	1989	1909	1715	1804	1851	1918	1849	1795	2207	11441	5369	7769	24578	776	23554	-633	-2.5%	
2021	1997	1872	1821	1732	1744	1879	1703	1674	1800	1812	1932	1738	2135	11065	5176	7726	23967	776	24743	-611	-2.4%	
2022	1961	1835	1779	1701	1719	1674	1672	1661	1671	1761	1826	1801	2198	10692	5005	7655	23942	776	24118	-625	-2.5%	
2023	1924	1799	1743	1679	1881	1942	1687	1681	1659	1659	1632	1774	1755	2271	10469	4957	7452	22678	776	23454	-604	-2.8%
2024	1888	1763	1707	1613	1639	1611	1446	1426	1628	1629	1616	1724	2165	10251	4490	7154	21894	776	22670	-784	-3.3%	
2025	1851	1726	1670	1607	1603	1569	1495	1395	1423	1589	1633	1593	2114	10027	4229	6931	21181	776	214957	-714	-3.1%	
2026	1815	1690	1634	1570	1567	1535	1563	1564	1582	1582	1584	1603	1605	98089	4118	6553	20482	776	21258	-699	-3.2%	
2027	1779	1654	1598	1534	1530	1497	1327	1322	1361	1353	1398	1532	1572	5931	4009	6275	19875	776	20651	-607	-2.9%	
2028	1742	1617	1561	1496	1494	1460	1295	1305	1319	1323	1366	1347	1312	5373	3984	5675	19241	776	20020	-561	-3.1%	

The combination of various factors suggests that the district will continue to decline by approximately 2 – 3 percent per year. This overall forecast is interpolated into individual schools in the subsequent pages.

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast  
Q21

## Competitiveness

**Strategies to Address Declining Enrollment** – School districts with declining enrollments have adopted a variety of strategies to attempt to reverse departure. Many districts have closed schools as enrollment has contracted, but have created neighborhood voids where no public schools exist in a 1-2-mile square area. In some cases, these districts have seen even more departure as families have looked for other options such as adjacent districts or charters when their local schools closed.

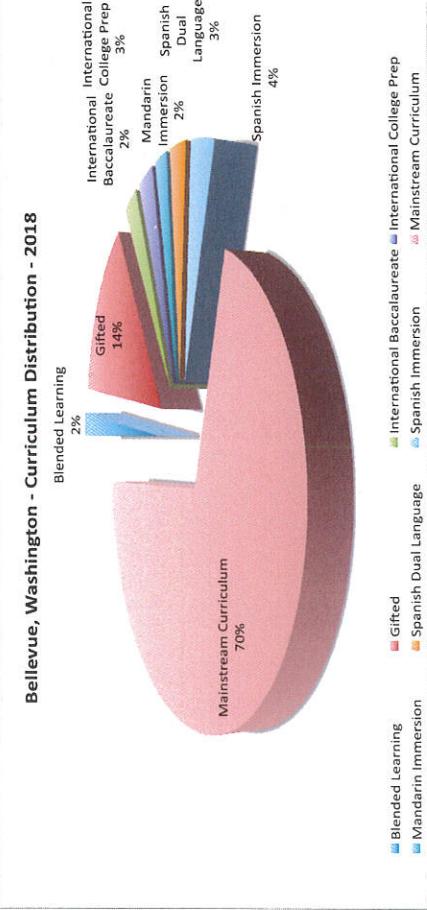
**Competitiveness Strategies** – Declining districts that have chosen to implement a variety of competitiveness strategies in order to retain existing residents or attract students from adjacent districts. Strategies employed include the following:

- Specialized Curriculums*
- Curriculum Stranding*
- Individual School Branding and Marketing*
- Enhanced Service Levels / 6am-6pm School Hours / Preschool / Full Day K*
- Building Renewal*

## Specialized Curriculums

- **Effective Practice in Specialized Curriculums** - Effective practice includes marketing curriculum identity over school identity and implementing stranding strategies to keep students in specialized curriculums as they advance from elementary to middle to high school. Curriculums can include STEM / STEAM, World Languages, Blended Learning, Gifted, Space, Technology, IB, Core Knowledge, College Prep and Others. Some districts engage specialized curriculums as extensive as thirty percent of total enrollment or more.
- In Colorado, Poudre, Denver Public Schools, Academy 20 have effectively engaged specialized curriculums. Bellevue School District 405 in Bellevue, Washington is an example of a wealthier district that supports 30 percent or more specialized curriculums.

## Specialized Curriculums



- **Effective Practice in School / Curriculum Strandng - In order to retain students level-to-level, **specialized curriculums must matriculate clearly from elementary to middle to high school levels.****
- Fewer students depart given these opportunities and guest students from other districts are retained. Student peer relationships are better preserved and become more of a factor for retention. Transportation needs must be addressed, but in many cases districts are able to use shuttles, transfer buses and ride sharing programs to offer parents transportation options. Both Poudre School District in Ft. Collins and Bellevue are examples that have programs at all levels for their major specialized curriculums.

*While D1 may not chose to go quite this far in displaying specialized curriculums, it should keep in mind that the majority of departing students do have the ability to transport themselves elsewhere and these families might choose specialized programs.*

## Branding

- **Effective Practice in Individual School Branding** - Parent awareness of school locations, programs and branding can frequently be stronger than district boundary and branding knowledge. ***Urban districts that focus on school identities and curriculum identities are frequently more able to retain students.*** Charters schools frequently use signage, print and television advertising, social media and billboards to market their programs. Many school districts have begun to use similar techniques, but most use a centralized district identity that can frequently be counter productive. Principals, teachers and office staff can all be trained to be sales people for their buildings. Many charters train staff in this regard.

## Enhanced Services

- **Effective Practice in Enhanced Service Levels** – Given the lower socio-economic status of many D11 residents, a program of enhanced level of service could effectively retain and attract enrollment. The following services are effective practices for school districts seeking to better serve families and retain and attract enrollment:
  - ***Extended School Day Services***
    - ***Preschool Programs***
    - ***Full Day Kindergarten Programs***
    - ***Family Health Care Services Offered in the School***
    - ***Adult Education Opportunities for Parents***
  - Many urban charters are exploring 7am to 5pm or 6am to 6pm building hours and using a variety of mechanisms to augment the childcare capacity of families with low- or no-cost services. Funding for preschool programs and low cost user-pay programs can also be developed to serve four- and three-year-old students. These efforts might develop customer loyalties and retain and attract enrollment.

## Building Renewal

- **Building Renewal** – Many Colorado school districts have begun a process of school building replacement as baby boom era facilities have either worn out or have become expensive to operate. D11 operates many school buildings older than 1970. Many of these facilities operate with smaller enrollments which makes them candidates for closure or consolidation. **Newer facilities typically attract more students** and many districts have realized that **combining multiple smaller, older facilities into fewer new, larger facilities can attract enrollment. Also, staff deployment can be more efficient and effective when elementary student body size is 500 or more.** Many districts are examining the benefits of four- and five-round schools as they relate to special teachers such in these content areas: Art, music, physical education, occupational therapy, physical therapy, speech-language therapy, special education, STEM and other content delivered by partial FTE and itinerate teachers. **Replacing two older schools with a single, new, larger school can be extremely effective.**

## Competitiveness Benefits

- **Potential Increases in the Enrollment Forecast Realized From the Implementation of Competitiveness Strategies** – Estimates of the benefits that could be realized from the pervasive implementation of the competitiveness strategies mentioned here could result in the retention of 25% - 33% of the forecast enrollment loss through 2028.

## Enrollment Benefits Summary

### Conclusion

	Current Forecast	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K-5	12232	11793	11441	11065	10682	10469	10251	10037	9809	9591	9373
6-8	5729	5655	5469	5176	5005	4757	4490	4222	4118	4009	3894
9-12	7860	7784	7769	7726	7655	7452	7154	6931	6555	6275	5977
PS	25821	25232	24758	23967	23342	23678	21894	21181	20482	19875	19244
tot w PS	26597	26008	25354	24743	24118	23454	22670	21957	21238	20651	202020
<hr/>											
	25% Competitiveness Strategy Improved Projection	81042	81020	80782	80520	80262	80002	79742	79482	79222	78962
K-5	12232	11903	11638	11356	11070	10910	10746	10578	10415	10251	10087
6-8	5729	5673	5459	5315	5185	5030	4800	4599	4321	4139	4353
9-12	7860	7803	7792	7760	7706	7554	7339	7163	6881	6671	6448
PS	25821	25379	24886	24431	23962	23464	23076	22741	21816	21361	20888
tot w PS	26597	26155	25663	25207	24738	24240	23852	23117	22592	22137	21664
<hr/>											
	33% Competitiveness Strategy Improved Projection	81042	81020	80782	80520	80262	80002	79742	79482	79222	78962
K-5	12232	11938	11702	11450	11194	11051	10905	10755	10609	10462	10316
6-8	5729	5679	5488	5359	5244	5078	4899	4720	4650	4577	4500
9-12	7860	7809	7799	7770	7723	7587	7387	7238	6985	6798	6599
PS	25821	25426	24988	24579	24160	23715	23190	22712	22244	21837	21414
tot w PS	26597	26202	25764	25355	24936	24491	23966	23488	23020	22613	22190

- A variety of dynamics will result in District 11 continuing to decline in enrollment during the next five to ten years.
- The District is well positioned to use competitiveness strategies to reduce departure and attract students from throughout the County. These strategies could possibly defray 25 – 33 percent of the forecast departure.
- The district could significantly benefit from the implementation of these strategies via the retention of as many as 2,170 students.

## Discussion / Questions



## Colorado Springs School District 11

### Permits Between Districts

#### Colorado Springs School District 11 Summary of Enrollment and Permits Between Districts 2010-2019

Year	October Enrollment	Permits In	To Other districts	To Online Schools	Total non-CS1 permits out	To Charter School Institute (CSI)	Permits Out	Total Permits Out	Net Permits In (Out)	D11 Residents Attending CO Public Schools
2018-19	26,395	2,408	(6,295)	(543)	(6,838)	(2,317)	(9,155)	(6,747)	33,142	
2017-18	27,427	2,349	(5,992)	(689)	(6,681)	(2,257)	(8,938)	(6,589)	34,016	
2016-17	27,911	2,443	(6,040)	(528)	(6,568)	(1,941)	(8,509)	(6,056)	33,977	
2015-16	27,937	2,157	(5,633)	(426)	(6,059)	(1,721)	(7,780)	(5,623)	33,560	
2014-15	28,332	2,419	(5,242)	(214)	(5,456)	(1,682)	(7,138)	(4,719)	33,051	
2013-14	28,404	2,453	(4,952)	(342)	(5,294)	(1,719)	(7,013)	(4,560)	32,964	
2012-13	28,993	2,553	(4,196)	(485)	(4,681)	(1,548)	(6,229)	(3,676)	32,669	
2011-12	29,509	2,433	(3,647)	(579)	(4,226)	(1,292)	(5,518)	(3,085)	32,594	
2010-11	29,459	2,247	(3,797)	(621)	(4,418)	(1,377)	(5,795)	(3,548)	33,007	
2009-10	29,641	2,064	(3,308)	(476)	(3,784)	(1,096)	(4,880)	(2,816)	32,457	

- Notes:
- Enrollment and permit data based on Student October Count
  - Includes permits in/out to other public school districts (does not include private and homeschool students)
  - October enrollment per CDE is not the funded pupil count; includes some students ineligible for funding and excludes community preschools and BOCES programs

Source: CDE Fall Pupil Membership: Students Attending Public Schools Not in Parent's District of Residence

CDE Fall Pupil Membership - Districts Serving Non-District Students

District 11 experienced a sharp, unexpected decline in enrollment in the 2018-19 school year. While the District has been in a pattern of decline for at least 10 years, the loss of over 1,000 students (when compared to the 2017-18 school year) was unprecedented. A major factor contributing to this year's loss in enrollment appears to be economic conditions that led to families leaving Colorado Springs that were not replaced by families new to the area: the number of students living in District 11's boundaries and attending public school decreased by almost 900 when compared to 2017-18. This is the fewest students living in D11 boundaries since the 2014-15 school year.

Some other key statistics:

- 2,408 non-District 11 students used a choice permit to attend a District 11 school. This is 59 more students than in the 2017-18 school year.
- 9,155 District 11 residents used a choice permit to attend schools outside District 11, including Charter School Institute schools. This is 217 more students than the prior year.
- Combining these two factors, the net permits out of District 11 was 6,747 students, an increase of 158 over last year.

#### District 11 enrollment\* by district choice:

Year	D11 Residents Attending CO Public Schools	D11 Permits Out	Other District Permits In	D11 Enrollment
2014-15	33,051	(7,138)	2,419	28,332
2015-16	33,560	(7,780)	2,157	27,937
2016-17	33,977	(8,509)	2,443	27,911
2017-18	34,016	(8,938)	2,349	27,427
2018-19	33,142	(9,155)	2,408	26,395
1 Year Change	(874)	(217)	(11)	(1,032)
5 Year Change	91	(2,017)	(1,937)	

This chart summarizes the net permits by key categories:

District/Program	2017-18 Net Permits	2018-19 Net Permits	Increase (Decrease)
Academy 20	(2,097)	(2,233)	(136)
District 49	(946)	(1,044)	(98)
Harrison 2	105	190	85
Charter School Institute	(2,257)	(2,317)	(60)
Manitou Springs 14	(343)	(397)	(54)
Other districts	(362)	(403)	(41)
Online programs managed by other districts	(689)	(543)	146
<b>Total</b>	<b>(6,589)</b>	<b>(6,747)</b>	<b>(158)</b>

Attached are two reports to provide more detailed information.

Colorado Springs School District 11  
Permits Between Districts  
2014-2019

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Surrounding Districts	net permits in (out)					
Academy 20	(1,730)	(1,782)	(2,050)	(2,049)	(2,097)	(2,233)
Cheyenne Mountain 12	(447)	(436)	(415)	(453)	(421)	(442)
Colorado School for the Deaf/Blind	(56)	(57)	(51)	(45)	(40)	(47)
Manitou Springs 14	(332)	(335)	(396)	(402)	(343)	(397)
Edison 54	(11)	(14)	(22)	(21)	(18)	(18)
Lewis-Palmer 38	(2)	(21)	(22)	(28)	(28)	(18)
Falcon 49 (A)	(380)	(576)	(617)	(849)	(946)	(1,044)
Hanover 28	2	0	(2)	(1)	1	3
Ellicott 22	7	(1)	2	0	(10)	(21)
Calhan	11	4	(2)	2	1	(1)
Miami-Yoder	1	1	2	3	5	5
Peyton 23 JT	24	5	(28)	(18)	9	15
Woodland Park	23	19	16	4	3	4
Fountain-Ft. Carson 8	(14)	(9)	(25)	19	50	26
Widfield 3	43	47	66	63	64	56
Harrison 2	311	324	50	160	105	190
<b>Subtotal surrounding Districts</b>	<b>(2,530)</b>	<b>(2,331)</b>	<b>(3,495)</b>	<b>(3,615)</b>	<b>(3,668)</b>	<b>(3,922)</b>
Charter School Institute (CSI)	(1,719)	(1,682)	(1,721)	(1,941)	(2,257)	(2,317)
Other Colorado Districts and Foreign Exchange Students	31	8	19	18	25	35
<b>On-Line Programs (B)</b>	<b>(342)</b>	<b>(214)</b>	<b>(426)</b>	<b>(528)</b>	<b>(639)</b>	<b>(543)</b>
<b>Total net permits excluding CSI</b>	<b>(2,841)</b>	<b>(3,037)</b>	<b>(3,902)</b>	<b>(4,128)</b>	<b>(4,332)</b>	<b>(4,430)</b>
<b>Total net permits in (out)</b>	<b>(4,550)</b>	<b>(4,719)</b>	<b>(5,623)</b>	<b>(6,066)</b>	<b>(6,569)</b>	<b>(6,747)</b>

(A) May include online programs:

Falcon 49; GOAL Academy opened in Da9 in 2013-14

(B) Excludes CSI online schools and GOAL Academy in District 49

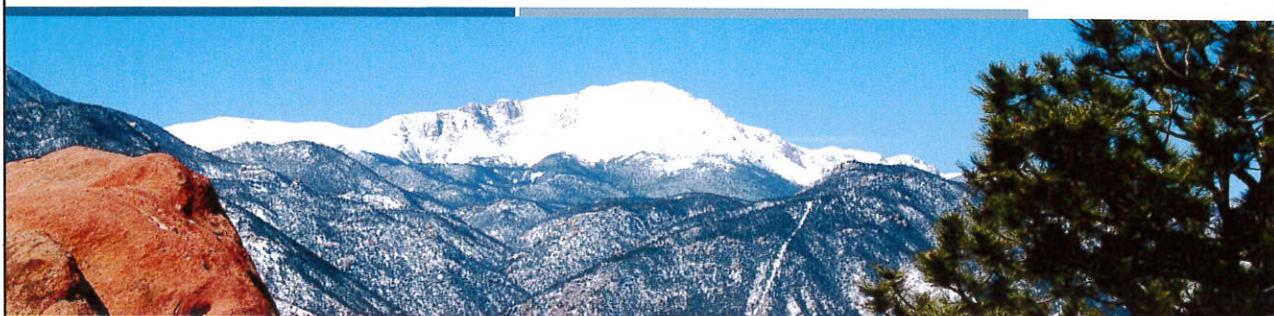
Source: CDE Fall Public Membership: Students Attending Public Schools Not in Parent's District of Residence  
CDE Fall Membership - Districts Serving Non-District Students  
EDSgmn 1/22/2019  
Permits Between Districts 2014-2019

## **Discussion on the Strategic Plan Information and Demographic Study Results/Recommendations**

### **Possible Guiding Questions/Topics**

- Are you surprised by the number of students choosing out of D11 to other public school venues? Also by the “market share” going to your school from your attendance area?
- Why do you think they are, or are not choosing their home school? Is academic achievement or the school’s accreditation performance rating an important factor?
- What do you think draws families to your school? What is unique about your school (e.g. specialized curriculum, unique approach e.g. Project Based Learning)?
- How is your school marketed in order to compete with surrounding area schools, especially charters? For example, how does your school’s “image” on <https://www.greatschools.org> compare to that of surrounding “competitor” schools? How could you improve it?
- The Study says we should market the schools from the school site level, more so than from the District level. Often the school website is one of the best marketing tools. Does your school website “market” your school’s strengths and unique features/programs?
- How important are “enhanced service levels”, e.g. on-site daycare or 6 AM to 6 PM support to your community? Should D11 stress this area more in the Strategic Plan?
- Is your school facility age, conditions, lack of modern features a negative factor when it comes to attracting new parents?
- Is D11 providing the right specialized programs and career pathways for the majority of students? If not, what would you like to see added?
- Do you know what is available at all middle and high schools? If not, where would you go to find the information?

For all: To be sure you input to the Strategic Plan process, we strongly urge you to attend one of the remaining World Café sessions listed on the flyer if you have not done so, and then stay abreast of the Strategic Plan process.



## Aligned District Benchmark-Quarter 2 Interpreting and using growth results at the building level



Ashley Byers  
Educational Data and Support Services

## Student Growth and Achievement Report

### Student Growth and Achievement

4th

Math

2018-19 CSSD11 Math 04 DAB 1

2018-19 CSSD11 Math 04 DAB 2

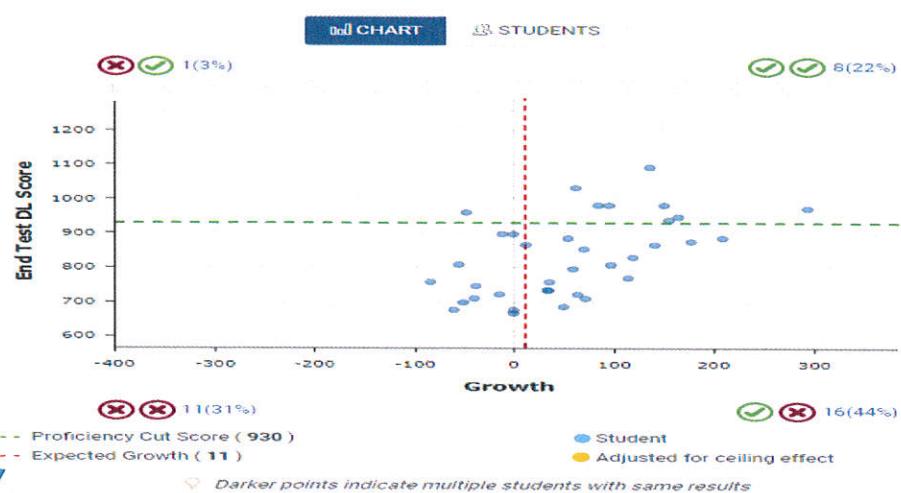
! Expected Growth Exceeded  
(change is statistically significant)

Growth Expectation: Research-based Growth Standard  
Average Growth: 58

Selections



# Student Growth and Achievement Report



- Is Expected Growth maintained between measurements?

(Data available for ELA and math by grade level).

! Expected Growth Maintained

! Expected Growth Exceeded  
(change is statistically significant)

! Expected Growth Not Maintained  
(change is statistically significant)

- What is the Expected Growth (number)?  
➤ What is the Average Growth for the group?

--- Expected Growth ( 11 )

Average Growth: 58

- What is the Proficiency Cut Score?

--- Proficiency Cut Score ( 930 )



The world is changing.  
Meet the future.

## Student Growth and Achievement



<p>➤ How many students are in each quadrant (number or percent)?</p>	8(22%)	Higher Growth, Higher Achievement
	1(3%)	Lower Growth, Higher Achievement
	16(44%)	Higher Growth, Lower Achievement
	11(31%)	Lower Growth, Lower Achievement



## Student Growth and Achievement



<p>➤ How can my school use Benchmark results to support learning?</p>	<p><u>Examples</u> Teachers can:</p> <ul style="list-style-type: none"> <li>• Provide continued learning of identified standard(s) and/or strand</li> <li>• Create intervention groups to support further learning for a targeted group</li> <li>• Provide assignments to further engage students in their learning</li> <li>• Set goals with students/Professional Learning Communities/content teams</li> </ul>
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## Student Growth and Achievement



## Aligned District Benchmark-Quarter 2

### Interpreting and using growth results at the building level

#### Student Growth and Achievement Report



## School level questions

<p>➤ Is Expected Growth maintained between measurements?</p> <p>(Data available for ELA and math by grade level).</p>	<ul style="list-style-type: none"><li>➊ Expected Growth Maintained</li><li>➋ Expected Growth Exceeded <small>(change is statistically significant)</small></li><li>➌ Expected Growth Not Maintained <small>(change is statistically significant)</small></li></ul>
<p>➤ What is the Expected Growth (number)?</p> <p>➤ What is the Average Growth for the group?</p>	<p>... Expected Growth (11)</p> <p>Average Growth: 58</p>
<p>➤ What is the Proficiency Cut Score?</p>	<p>... Proficiency Cut Score (930)</p>
<p>➤ How many students are in each quadrant (number or percent)?</p>	<ul style="list-style-type: none"><li>✓✓ 8(22%) Higher Growth, Higher Achievement</li><li>✗✓ 1(3%) Lower Growth, Higher Achievement</li><li>✓✗ 16(44%) Higher Growth, Lower Achievement</li><li>✗✗ 11(31%) Lower Growth, Lower Achievement</li></ul>

<p>➤ How can my school use Benchmark results to support learning?</p>	<p><u>Examples</u> Teachers can:</p> <ul style="list-style-type: none"><li>• Provide continued learning of identified standard(s) and/or strand</li><li>• Create intervention groups to support further learning for a targeted group</li><li>• Provide assignments to further engage students in their learning</li><li>• Set goals with students/Professional Learning Communities/content teams</li></ul>
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# D11 Career & Technical Education

## Middle School Programming

2560 International Circle, Colorado Springs, CO 80910

719-520-2567

# D11 Career & Technical Education

## High School Programming

2560 International Circle, Colorado Springs, CO 80910

719-520-2567

	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
<b>ACCOUNTING</b>						
*College Accounting Honors 1, 2 (ar_ppcc)	X	X				
<b>ACE-Work Study</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
ACE-Work Study (WBL)	X	X		X	X	X
<b>AGRICULTURE/LANDSCAPING (beg.18-19)</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Intro to Agriculture			X			
Environmental Science (ce_ppcc)			X			
Soil Science (ce_ppcc)			X			
Introduction to Horticulture (ce_ppcc)			X			
Irrigation 1, 2 (ar_ppcc)			X			
<b>AIRFRAME POWER &amp; MECHANICS</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Aviation Science 1, 2 (ce_spartan) (cert)						
Basic Aviation Electricity 1, 2 (ce_spartan) (cert)				X		
Aviation Maintenance Practices 1,2 (ce_spartan)						
<b>ARCHITECTURE</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Architecture Drawing 1, 2, 3, 4 (ar_ppcc)	X	X				
PLTW Civil Engineering & Architecture 1,2 (ce_uccs)	X	X				
<b>AUTOMOTIVE</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Automotive Tech 1, 2		X	X	X		
Voc Tech Auto Tech 1, 2 (ar_ppcc) (certs)		X	X	X		
<b>BIOMEDICAL SCIENCE (PLTW)</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Principles Biomedical Sciences 1, 2 (ce_uccs)				X		
Human Body System 1, 2 (ce_uccs)				X		
Medical Intervention 1, 2 (ce_uccs)				X		
Biomedical Science Capstone 1, 2 (ce_uccs)				X		
<b>BUSINESS &amp; MARKETING</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Bus. & Marketing Essential 1, 2 (ar_ppcc) (WBL)	X	X	X			
Business Law (WBL)	X	X				
Leadership (WBL)	X	X				
Personal Finance	X	X				
Marketing & Adv. 1, 2 (ar_ppcc)		X	X			
Marketing Lab 1, 2 (WBL)						
Microsoft Office Specialist 1 (cert)						X
Microsoft Office Specialist 2 (cert)						X
HSB: Leadership (ar_ppcc)						
HSB: Wealth Management (ar_ppcc)				X		
HSB Principles of Business (ar_ppcc)				X		
HSB Principles of Economics (ar_ppcc) (WBL)				X		
HSB Principles of Marketing (ar_ppcc) (WBL)				X		
<b>COMPUTER APPLICATIONS</b>	X	X			X	
<b>COMPUTER SCIENCE</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Intro to Programming				X		
Java Programming I, II Honors			X			X
IT Essential 1, 2 (ar_ppcc) (certs)			X			
Cyber Security 1, 2, 3, 4 (ar_ppcc) (certs)			X			
IB Computer Science SL 5, 6						X
Game Programming 1, 2, 3, 4	X (1,2)			X	X	
PLTW Computer Science Essentials (ce_uccs)		X				

PLTW Computer Science Principles (ce_uccs) (AP test)	X	X				
PLTW Computer Science A (ce_uccs) (AP test)	X	X				
Web Design 1, 2 (cert)	X	X		X	X	
<b>CONSTRUCTION</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Construction Technologies 1, 2, (cert)	X			X		
Construction 3 Electrical (cert)				X		
Construction 4 Plumbing (cert)				X		
Advanced Construction 5-6, 7-8 (ar_ppcc) (cert) (WBL)				X		
<b>CULINARY</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
ProStart 1, 2, 3, 4 (ce_MSU) (cert)	X	X	X			
Food Service Field Experience 1	X	X	X			
Hospitality & Tourism Management			X			
Food Science & Nutrition 1, 2		X				
Catering 1, 2 (ar_ppcc)	X	X				
<b>DRONES (UAVs)</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Drone Flight and Licensing (cert)	X					
Drone Engineering, Design and Repair	X					
Drone Motion Picture Applications	X					
<b>EDUCATION</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Para Professional Educator 1, 2 (ce_udc) (ar_ppcc) (cert)			X			
Teacher Cadet 1H, 2H (ce_csu) (ar_ppcc)		X	X			
Teacher Cadet Intern 1 (ar_ppcc)		X	X			
Early Child Ed 101, 102 (ar_ppcc)			X			
<b>ENGINEERING (PLTW)</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Computer Integrated Manufacturing 1,2 (ce_uccs)	X					
Intro to Engineering Design 1, 2 (ce_uccs) (ar_ppcc)	X	X				
Principles of Engineering 1, 2 (ce_uccs) (ar_ppcc)	X	X				
Digital Elect 1, 2 (ce_uccs)		X				
Aerospace Engineering (ce_uccs)	X					
<b>FAMILY &amp; CONSUMER STUDIES</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Child and Adolescent Development (cert)	X	X	X		X	
Relationships	X		X			
Nutrition & Wellness		X				X
Life Management	X	X				
Culinary Arts	X					X
Culinary Nutrition	X	X				
<b>INTERIOR DESIGN</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Interior Design 1, 2 (ar_ppcc)	X	X				
<b>MANUFACTURING</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Manufacturing Fabrication 1, 2	X					
Technical Drawing 1, 2	X	X				
<b>MULTIMEDIA &amp; GRAPHIC ARTS</b>	Coronado	Doherty	Odyssey	Mitchell	Palmer	Tesla
Video Production 1, 2 (ar_ppcc)	X	X			X	
Adv. Video Prod. 1, 2 (ar_ppcc)	X	X			X	
Broadcast Video Production 1, 2 (ar_ppcc)	X	X			X	
Digital Audio & Music Production 1, 2 (ar_ppcc)				X	X	
Beginning Filmmaking 1, 2					X	
Digital Photography (ar_ppcc)			X		X	
Adobe InDesign* (ar_ppcc) (cert)			X			
Adobe Illustrator (ar_ppcc) (cert)						
Adobe Photoshop*(ar_ppcc) (cert)						
Design and Color (ar_ppcc) (cert)			X			
Drawing for Illustrators (ar_ppcc)			X			

