

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

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

School Accountability (SAC) Training Agenda

November 8, 2018

Tesla Professional Development Center

6:00pm – 8:00pm

Room 116/129

- 6:00 – 6:10pm **Welcome, Introductions**
(room 116/129) Dr. Parth Melpakam – DAC Chairperson
- 6:10 – 6:15pm **Capturing Kids' Hearts Testimonial – Jenkins MS -**
(room 116/129) Darren Joiner
- Session 1: 6:25 – 7:00pm
1. **Capturing Kids' Hearts** – Cory Notestine (room 110)
 2. **School Budget 101** – Desiree Smith (room 111)
 3. **Galileo K-12 (October Test Results)** – Eric Mason
(room 112)
 4. **MTSS-Early Warning System (EWS)** – Tom Hunt/Sonia
Urban (room 113)
 5. **Division of Achievement, Learning & Leadership**
(ALL)- What's New – David Engstrom, Deputy
Superintendent (room 134/135)
- Session 2: 7:05 – 7:40pm
1. **Capturing Kid's Hearts** – Cory Notestine (room 110)
 2. **School Budget 101** – Desiree Smith (room 111)
 3. **Galileo K-12 (October Test Results)** – Eric Mason
(room 112)
 4. **Early Warning System (EWS)** – Tom Hunt/Sonia Urban
(room 113)
 5. **Division of Achievement, Learning and Leadership**
(ALL)- What's New – David Engstrom (room 134/135)
- 7:45 – 8:00pm Break-out sessions (room 116/129)
- 8:00pm **Conclusion - room 116**
- Evaluation of Training (leave on table at door)
 - Door Prize



SCHOOL ACCOUNTABILITY COMMITTEE (SAC) TRAINING

NOVEMBER 8, 2018

This training will provide information on:

- Capturing Kid's Hearts
- School Budget 101
- Galileo K-12 (Using October Test Results)
- Early Warning System (EWS)
- The Division of Achievement, Learning & Leadership (ALL) – What's New
- Break-out sessions

When:

November 8, 2018

Time:

6:00 – 8:00pm

Where:

**Tesla Professional
Development
Center-room 116
(2560 International
Circle)**

Highly

**recommended for
School**

**Administrators, SAC
Chairs & SAC
Members**

**Open to all parents
and community
members**

**LIGHT REFRESHMENTS
WILL BE SERVED**

Child Care will be provided
for children ages preschool to
12

Please RSVP to Trudy Tool at
Trudy.Tool@d11.org with
number of people attending
from your school and if child
care is needed

BRIEF OUTLINE OF TONIGHT'S SESSIONS

Welcome to School Accountability Committee (SAC) training night, November 8, 2018. The intent of the training/information sessions is to provide you, as volunteers from your school, with the information you need so your school can have a highly functioning SAC, leading to increasing student achievement. To help you choose the session that interests you the most, brief descriptions of the five sessions offered this evening are provided below. If your school team is unable to attend all sessions, the electronic version of the slides and handouts will be available on the D11 DAC webpage in the near future.

1. Capturing Kids Hearts (CKH):

Capturing Kids' Hearts is a national **program** aimed at improving the relationship between teachers and students. This is done through promoting greater interpersonal relationships between teachers and students. Schools that have implemented the program successfully have seen positive effects on five key indicators; 1) decreased discipline referrals, 2) Increased student achievement, 3) increased attendance rates, 4) increased graduation rates, and 5) increased teacher satisfaction. Twenty – some D11 schools are in various stages of CKH program implementation. Many have included implementation of the CKH program as a major strategy in their USIP. This session will provide updated information on CKH program implementation strategies, status, challenges, and successes in D11.

2. School Budget 101:

A key responsibility for SACs is to make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement and safety; and identify additional funding needs as appropriate (Ref Reg. AE-R-2). This includes school budget accounts and School and Student Activity Accounts (SSA accounts). This session will provide valuable information on budget development processes, important dates, school budget accounts, SSA account key features and account breakdowns, and also school access to budget and SSA account information including expenditures, encumbrances and balances. This session will be especially useful to SACs of middle schools and high schools.

3. Galileo K-12 (October Test Results on the Aligned District Benchmark Test):

The Galileo K-12 Aligned District Benchmark (ADB) tests for English Language Arts (ELA) and math were given to all D11 students grades 2 thru 8 in October. The ADB test results are specified in many USIPs as a prime method for monitoring performance on Major Strategies in the USIP. This session will provide information on the ADB test structure, how to use the results to identify learning strengths, weaknesses, and thereby inform instruction, questions for SACs to ask school leaders regarding the testing process and use of results. Information will also be provided on a parent's guide to accessing/using the Galileo K-12 Student-Parent Portal for evaluating their children's test results.

4. Multi-Tier System of Support (MTSS) Early Warning System (EWS):

The EWS is a D11 data system developed using the Power BI system in Office 365. It provides current and historical individual student data on attendance, discipline, and academic achievement with a focus on identifying students at risk for achieving success/graduation. This session will provide information on all the data available to principals and school staffs via EWS and what can be provided to SACs for monitoring school climate and academic achievement. This session will be of interest primarily to middle and high school SACs, but a version for elementary schools is under consideration.

5. Division of Achievement, Learning and Leadership (ALL):

The new D11 ALL Division now includes the former Instruction, Curriculum, & Student Services (ICSS) division, the K-12 Executive Directors, Student Engagement & Support, and Title VI Indian Education **all** in one division. Deputy Supt David Engstrom, head of the ALL division, will provide information on its expanded mission and responsibilities within D11.

Capturing Kids' Hearts Tip of the Month

Topic – “Social Contracts”

What is it?

A Social Contract is a poster created in each class by students that lists agreed upon behaviors for how to treat each other. The Social Contract is created by responding to four questions:

- How do you want to be treated by me (leader)?
- How do you want to be treated by each other?
- How do you think I (the leader) want to be treated by you?
- How do you want to treat each other when there is conflict?

Personal take

Social Contracts guide our lives already if you think about it. Following the rules and laws when driving a vehicle, being quiet when in a library, and adhering to a code of conduct at work are all things we do that are similar to a Social Contract in a classroom. I find value in the Social Contracts because it empowers the class to get away from rules and focus more on the relationships within the group. This is powerful when we talk about teaching our kids critical skills that will help them no matter their future path.

Purpose behind it

The main purpose is to create self-managing students and groups. When students are the ones who create it they are more inclined to be the ones who want to make sure it is being followed. Students can “check” each other by putting a sideways thumb in the air if others in the room need to be reminded of the contract. We also have student raters who share out how the class is doing in accordance with the contract by giving specific examples. The Social Contract is the glue that holds the group together in all situations.

Helpful hints

- ✓ Show students why Social Contracts are relevant and how it applies to our everyday lives is crucial.
- ✓ Pick one or two words from the Social Contract each day or week to focus on. Have a class rater give examples of how well the class is doing in those areas.

Challenge

Think about creating a Social Contract with a group you do life with. You typically have expectations for how you want these groups of people to function. Why not take some time with everyone as a group and talk about their expectations before trying to accomplish something? I would be willing to bet that front-loading your work with this added step will save you time in the end.

Capturing Kids' Hearts Tip of the Month

Topic – “Affirmations”

What is it?

Affirmations are statements of support, encouragement, and noticing something positive another person did. We emphasize affirmations between all people associated at Jenkins. It can be as easy as having students give an affirmation to each other after a group task or presentation. Affirmations are a powerful way to let another person know that they are important and appreciated.

Personal take

Especially since being on the Capturing Kids' Hearts journey, I have made an intentional effort to affirm my daughters more to let them know they are noticed, loved, and valued. You can see the impact the affirmation has on them by the look in their eye and body language. Because of the response I get from them when giving an affirmation, it makes me want to look for more positive things to affirm them even more. I believe it helps their self-confidence, identity, and follow through with values we are teaching them at home.

Purpose behind it

Who doesn't want to be affirmed? Affirmations are a powerful way to influence a person's outlook on themselves and others as well as the impact it can have on an entire team culture. Affirmations force people to look for positive things in other people instead of negative thoughts being the default mode of thinking. When we choose to affirm people, we choose to be a difference maker.

Helpful hints

- ✓ Be specific with your affirmation. Saying “good job” or “nice try” are not ways to affirm another person. Replace those statements with, “I loved the way you found a way to overcome that tough situation by setting a goal, putting a plan of action behind it, and sticking with it. I really respect the way you did that.”
- ✓ Set an alert on your phone or make a note in your planner to give at least one affirmation a day. We are creatures of habit and we need to make this a daily routine if we want it to stick.
- ✓ Keep it simple. You can give an affirmation in person, in a card, in a text, and many other ways. Don't make this harder than it is.

Challenge

Take out your cell phone and text someone right now who needs encouragement, a supportive message, or a statement that acknowledges something positive they did. As we model affirmations for our kids, they will learn to approach life the same way.



Budget 101

Presented by: Desiree Smith



Important Dates

- July 1st: 90% of current year's budget is available.
- August: Prior year 2nd semester Rental money earned is available.
 - Only applicable to schools that participate.
- August 15th: Prior year carryover is available.
- December: Remaining 10% of budget is released if applicable.
- February: Current year's 1st semester Rental money is available.
 - Only applicable to schools that participate.

Budget Development

- Budgets are built each spring for the following year.
 - Base budget is developed from the projected enrollment at each school.
 - Only 90% of projected amount is released in the initial allocation.
 - Remaining 10% is received based on the October count.
- The principal is the primary budget manager at each school.
 - Provided with an excel spreadsheet with the 90% funded amounts for instruction and non-instructional **expenditure accounts** that they must allocate according to the needs of the school.
 - Ensuring that adequate funds are available in a program and object code prior to expending funds against that account
 - Ensuring that expenditures and transfers are recorded using the appropriate program and object codes.

Mid-Year Budget Modifications

- Mid-year Modification
 - Optional: depends on factors such as state funding or the status of the prior year's ending fund balance.
 - IF allowed: Cabinet and Executive directors will contact sites and see what is needed.
 - Non-recurring expenses since funds are non-recurring
- Process begins in October and mid-year budget approved in January
- Approved for implementation in the current budget year only.



Budget Modifications Up Coming Year

- Depends on outside factors and the fiscal health of the District.
- Allows for making current and future year adjustments to program.
 - Modification requests are considered during budget development but are not approved until Board adopts the entire proposed budget
- Is not included in the Spring allocation spreadsheet.



School and Student Activity Account

- SSA accounts are an agency fund, not a budgeted fund
 - Considered student money rather than the Districts
- Money comes from students, parents, and outside entities
- Most are collected/raised to be spent on a specific purpose
 - A separate account should be used to track different activities
- Money should be spent in the current year
- Money should be spent on those that raised the funds or paid fees
- SAC approval is needed to close out an account with a balance

Access to Budget/SSA accounts

- The schools have access to the accounts and the activity through 3 avenues:
 - PeopleSoft
 - Power BI
 - Nvision (S: Drive)
- Budgeted amounts, expenditures, encumbrances, and balances can be retrieved from all three areas.

Budget Account Breakdown

- Budget accounts are broken out between instructional and non-instructional programs.
 - Instructional spending must deal directly with the teaching of the pupils or the interaction between teachers and pupils.
 - Non-instructional spending deals with facilitating or enhancing instruction but do not directly impact students in the classroom.
 - The District uses chartfields to distinguish between different spending accounts.
 - Each account has a specific purpose.
- Not all programs and accounts are created equal.
 - There are guidelines on which programs and accounts can be transferred from one to another.
 - Instructional funds can be transferred to other instructional accounts.
 - Non-instructional account can go to either another non-instructional account or an instructional account.
 - There are also specific programs and accounts that cannot be transferred as they are bookmarked, such as tutoring and salary accounts.



SSA Account Breakdown

- SSA program numbers all have a generic description.
 - Schools are required to keep track of what each program is used for.
 - Money collected is deposited into the District bank.
 - High Schools maintain their own bank account and accounting system (EPES) to manage their SSA funds.
- Money is collected from fundraisers, club and activity fees, field trips, and donations.
- If an account is no longer needed and still has a balance, the school must receive written approval from their SAC to transfer funds.



Questions



Colorado Springs School District 11

Department of Budget and Planning

Budget and Planning

Staff

Current staff of two includes: Budget Analyst/HRMS (Human Resources) and Budget Analyst I, both under the direction of the Executive Director of Financial Services.

Department Overview

The Department of Budget and Planning staff performs activities in two major areas: **1)** district-wide budgeting, and **2)** employee expenditure budgeting, accounting and FTE authorization. The Budget and Planning Department also oversees the post-employment benefits programs for teachers and non-teacher employees as well as the budget for tax assessment and collections. It also manages general fund contingency and reserves. The department provides PeopleSoft budget module training as needed. A basic budget manual can be found on the department's web page on the District 11 web site. For Budget board policies, see policies DB through DBJ-R on the District 11 Board of Education web page. Board of Education Policies DB

Budget

State law mandates that the Board of Education adopt a budget and an appropriation resolution for each fund that presents a complete financial plan for the ensuing fiscal year. The budget is one of the most important documents a school district prepares because it identifies the services to be provided and how the services are to be financed. Also, in accordance with board of education policy DBJ, the budget office publishes and presents to the Board a mid-year budget update.

The budget department provides on-going support for schools, departments, and fund managers by providing them key financial information. This information is used in day to day budget monitoring, analysis, and decision making.

The planning aspect of the budget department is extensive and includes such activities as: **1)** quantifying current and future fiscal impact of various factors and trends affecting the budget, such as economic factors; legislative trends; funded pupil count projections; significant changes in revenue collections; tax rates; and significant use of or increase in fund balance and **2)** providing fiscal information for the administration and board of education to determine service levels for students and staff.

Human Resource Management System

The budget office's role in the Human Resource Management System (HRMS) is to create an internal control that connects the human resource and payroll departments' activity to the accounting general ledger and budget modules. This process involves trouble-shooting and correcting problems that arise during the hiring and/or paying of 3,500 regular and hundreds of temporary employees.

Additional review is preformed to determine that hiring is done into vacant positions and that all positions have adequate budget. This internal control is necessary for use of built-in PeopleSoft safeguards to work appropriately.

Committee

The budget office is heavily involved with the District Accountability Committee budget subcommittee. The subcommittee meets each month from September through May. The budget office researches and provides information for the budget subcommittee to make informed recommendations to the D-11 Board of Education before the budget is adopted each year.

Contact Information

Executive Director Finance	Laura Hronik	520-2050	laura.hronik@d11.org
Budget Analyst/HRMS	Sondra Vela	520-2097	sondra.vela@d11.org
Budget Analyst I	Becky Moore	520-2011	rebecca.moore@d11.org

THE FALL BENCHMARK TESTS

WHAT DID THE TEST LOOK LIKE?

- Test Item Types
- Test times
 - 50-60 minutes per subject.
 - Most students take less than 45 minutes.
- 2nd through 8th grade
- ELA and Math

WHAT DOES THE PARENT PORTAL LOOK LIKE?

- Parent portal hand out.
- What scores tell you.

WHAT QUESTIONS CAN WE ASK OUR SCHOOL LEADERS?

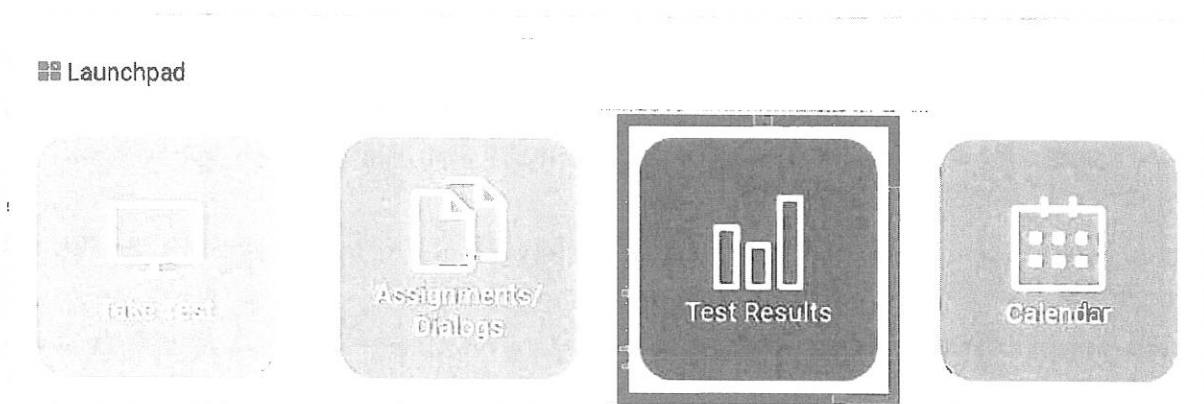
- What standards are strengths/concerns based on the results of the 1st benchmark?
- What strategies are we using to make testing a positive experience for students and teachers?
- What strategies are teachers using to empower students to succeed and show their knowledge on these tests?
- Which groups of students need the most support and how can we help?

A Parent's Guide to Accessing the Galileo K-12 Student-Parent Portal

1. Use your student's Network Username and Password to login to Assessment Technology Incorporated/ATI.
(NOTE: This icon is typically linked to a student page in the school's website.)



2. Click on the Test Results Tile.



3. Here you can see an overview of your child's Benchmark and Formative Assessment scores. Click on the Test Title to view standards level performance.

Completed Tests Show External Tests

Click on any test name to view development profile report

Type	Subject	Test Title	Date	Score	Percentage	DL Score	Percentile Rank
Benchmark	CC-R06: ELA 06 Gr	2017-18 ATI ELA Gr. 06 Fail	09/06/2017	41/46		1313 (L5)	99
Benchmark	CC-M06: Math 06 Gr	2017-18 ATI Math Gr. 06 Fail	09/08/2017	21/47		1088 (L4)	79
Formative	Math	Math 7 EE.1 Expressions Quiz	11/06/2017	0/7		N/A	N/A
Formative	Math	Math 6 EE.6 Solving Equations and Writing Equation	11/03/2017	8/10		N/A	N/A
Formative	Misc Test	QJ'z 3-Key Ideas and Details	11/30/2017	5/5		N/A	N/A

Showing 1 to 5 of 7 entries

1 2

A note about Formative Assessment: Formative Assessments are tools teachers use to determine the learning needs of their students for instructional purposes. They are measures to help the teacher know whether or not they need to teach something, and not a measure of what a student should already know.

A Parent's Guide to Accessing the Galileo K-12 Student-Parent Portal

Score: The raw score shows how many items the student answered correctly out of the total number of items.

Percentage: The number correct divided by the total item count.

DL Score: The Developmental Level (DL) is a scaled score.

To achieve comparability, standardized testing programs report scaled scores. The reported scaled scores are obtained by statistically adjusting and converting raw scores onto a common scale to account for differences in difficulty across different forms. For an easier form, a test taker needs to answer slightly more questions correctly to get a particular scaled score. For a more difficult form, a test taker can get the same scaled score answering slightly fewer questions correctly. Table 1 shows an example of scaled scores associated with different raw scores for two different forms, A and B.

Percentile Rank: The percentile rank tells you what *percentage* of the sample scored equal to or less than your child's score.

- If your child's percentile rank was 50, they scored as well as or better than 50% of the sample population; though the other 50% of the population did better on the test.
- If the percentile rank was 12, they scored as well as or better than 12% of the sample population, but 88% of the sample population achieved a higher score.
- If the percentile rank was 95%, they scored as well as or better than 95% of the population and only 5% achieved a higher score.

4. When you click on the Test Title, you see how your child performed on each of the assessed standards.

CC-6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].

1

Ready Soon

50%

CC-6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].

1

Learned

100%

CC-6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C . [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].

1

Ready Later

0%

CC-6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].

1

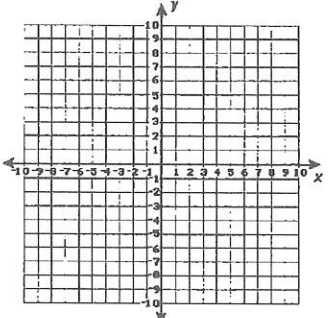
Ready Soon

50%


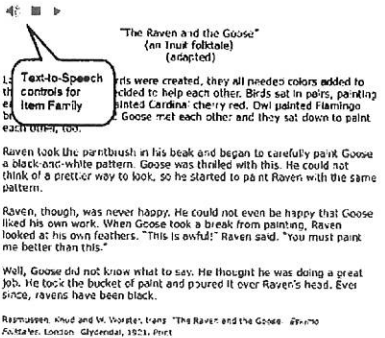


Test Item Types Found in an Online Test

Item Type	Sample	Instructions
Multiple Choice	<p>25</p> <p>Read the sentence.</p> <p>Because his model car came with hundreds of small parts, Paul had to toll for several days to build it.</p> <p>Use the sentence to find out what "toll" means.</p> <ul style="list-style-type: none"><input type="radio"/> A. save money<input type="radio"/> B. have a good time<input type="radio"/> C. work hard<input type="radio"/> D. offer someone help	<p>This is a multiple-choice item. Select either A, B, C or D.</p>
Expanded Selected Response	<p>14</p> <p>from "Lincoln Grows Up" and "The Man Who Taught Himself to Be President"</p> <p>Which two facts about Lincoln are mentioned in both texts?</p> <ul style="list-style-type: none"><input type="checkbox"/> A. Lincoln's mother died when he was a boy.<input type="checkbox"/> B. Lincoln only had about 10 months of schooling.<input checked="" type="checkbox"/> C. Lincoln read Benjamin Franklin's <i>Autobiography</i>.<input checked="" type="checkbox"/> D. Lincoln loved to read.<input type="checkbox"/> E. Lincoln was in charge of a post office.<input type="checkbox"/> F. Lincoln grew up in Kentucky and Indiana.	<p>This is a multiple-choice item that has more than one correct answer. The item will indicate the number of correct answers you should be looking for. Click to place a checkbox next to the correct answers.</p>
Drop-Down Editing	<p>30</p> <p>Use the drop-down lists to correctly complete the sentence.</p> <p>A bee colony collapses when the worker bees abandon <input <input="" and="" bees="" immature="" leaving="" live="" queen="" the="" type="text" value="it" },=""/>.</p>	<p>This is an item that asks you to select the correct answer from a drop-down box.</p>

Item Type	Sample	Instructions
Inter-active Identify	<p>5</p> <p>Click the buttons to see different lines graphed.</p> <p>Select the correct line to begin graphing the Inequality below.</p> $3x - 2y > 8$ <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <p>Line 1</p><p>Line 2</p><p>Line 3</p><p>Line 4</p><p>Line 5</p><p>Line 6</p><p>Line 7</p><p>Line 8</p> </div> <div style="text-align: center;">  </div> <div style="margin-left: 20px;"> <p>Reset</p> </div> </div>	<p>This is an item that asks you to demonstrate your knowledge by clicking a specific data element (text, image, graph).</p>
Inter-active Drag and Drop	<p>7</p> <p>from "Raven and Owl"</p> <p>Read the list of events. Click and drag them into the order they happen in the story, starting with the first event at the top.</p> <ul style="list-style-type: none"> Raven and Owl agree to paint each other. Raven paints gray spots on Owl. Owl gives Raven a pair of boots. Owl begins to paint Raven with black spots. Owl tells Raven to hold still. Owl dumps paint over Raven's head. 	<p>This is an item that asks you to use your mouse to drag and drop data elements into an appropriate order or place.</p>
Selectable Text	<p>24</p> <p>from "The Man Who Taught Himself to Be President"</p> <p>Read the sentence.</p> <p>"Altogether, Lincoln received only about 10 months of schooling."</p> <p>Click on the sentence that explains why Lincoln received so little schooling.</p> <p>Lincoln went to two schools when he was a young boy in Kentucky. There, he learned the alphabet. He also learned how to read. In Indiana, he went to three more schools when he was 11, 14, and 17 years old. One of his teachers gave him a book called <i>Life of Washington</i>. This became one of his favorite books. Another teacher taught him to do math. He only went to each of these schools for a short time. Altogether, Lincoln received only about 10 months of schooling.</p>	<p>This is an item that asks you to select the correct answer from the options.</p>

Item Type	Sample	Instructions
<p>Constructed Response</p>	<p>34</p> <p>"Keeping Competition Fun"</p> <p>from "Keeping Competition Fun"</p> <p>Write an essay agreeing or disagreeing with the author. Be sure to use details from the text and your own experience to support your argument.</p> <p>B I L x s A T e</p> <p>When you were in elementary school, there probably weren't any sports teams at school. In middle school though, there are teams to try out for. These include tennis, football, cheerleading, soccer, and many more. However, it can be difficult to enjoy sports if you are very worried about your performance. Competition with other students and other schools can complicate things.</p> <p>In order to make sure that you have a good time playing competitive sports, it is important to remember that sports are just games. Just as with any other game, you want to try your hardest. That is what is most important—not whether you win or lose.</p> <p>It is also essential to remember that each person has a unique set of talents and skills. You may excel at soccer, for example, but have a really hard time playing softball. Playing a variety of sports can help you to learn what your strong points are. By focusing on what you do well, you can improve even more. In addition, playing a variety of sports will improve your weak areas.</p> <p>Finally, competitive sports are a great way to make new friends. If you participate in a sport, you will see your teammates often. As you help one another develop new skills, it is easy to talk about other things you may have in common. Having a special ally on your team can make the hard games much easier to handle.</p> <p>If you play competitive sports this way—trying your hardest, developing your skills, and forming new relationships—you may find that you win more often. You may also find that you just don't care as much when you lose. Good luck, and go team!</p>	<p>This is an essay or an item in which you must show your work. Type your response in the online textbox or on the paper provided to you.</p>
<p>Short answer</p>	<p>33</p> <p>What value for x makes the ratio $x : 1$ equivalent to the ratio below? (Use only the digits 0–9 and the decimal point, if needed, to write the value.)</p> $\frac{1}{3} : \frac{1}{6}$ <div style="border: 1px solid black; height: 20px; width: 350px; margin-top: 10px;"></div>	<p>This is an item that requires you to type your answer into a small textbox.</p>
<p>Multi-part Item</p>	<p>28</p> <p>This question has two parts. First, answer Part 1. Then, answer Part 2.</p> <p>Part 1</p> <p>What does the prefix "un-" mean?</p> <ul style="list-style-type: none"> <input type="radio"/> A. away <input checked="" type="radio"/> B. not <input type="radio"/> C. behind <input type="radio"/> D. together <p>Part 2</p> <p>Which word contains the prefix "un-"?</p> <ul style="list-style-type: none"> <input type="radio"/> A. under <input type="radio"/> B. unicorn <input checked="" type="radio"/> C. unhappy <input type="radio"/> D. united 	<p>This is a single item that has a Part A and a Part B. Part A or Part B may be any of the item types explained above.</p>

Item Type	Sample	Instructions
Audio Item	<p data-bbox="467 310 673 325">"How Does Microgravity Affect Bones?"</p> <p data-bbox="378 338 748 365">The following audio presentation by Nancy Hall, NASA Project Scientist, explains how being in space affects the human body.</p>  <p data-bbox="378 615 748 625">Photo shows an astronaut exercising aboard the International Space Station. (Credits: NASA)</p> <p data-bbox="792 285 821 300">31</p> <p data-bbox="792 315 1019 329">from "How Does Microgravity Affect Bones?"</p> <p data-bbox="792 342 1154 369">According to the speaker, what does NASA's Human Research Program study?</p> <ul data-bbox="808 390 1154 489" style="list-style-type: none"> A. how human bodies are affected by being in space B. how to tell if people are strong enough to become astronauts C. how living on another planet could affect human bodies D. how well certain astronauts can perform specific jobs 	<p data-bbox="1182 275 1344 474">This is an audio test item that may require you to activate the <i>Play</i> button.</p>
Text-to-Speech	 <p data-bbox="492 716 634 751">"The Raven and the Goose" (an Irish folktale) (adapted)</p> <p data-bbox="378 758 748 825">Iris were created, they all needed colors added to added to help each other. Birds sat in pairs, painting painted Cardinal cherry red. Owl painted Flamingo. Goose met each other and they sat down to paint each other, too.</p> <p data-bbox="378 831 748 884">Raven took the paintbrush in his beak and began to carefully paint Goose a black-and-white pattern. Goose was thrilled with this. He could not think of a prettier way to look, so he started to paint Raven with the same pattern.</p> <p data-bbox="378 890 748 947">Raven, though, was never happy. He could not even be happy that Goose liked his own work. When Goose took a break from painting, Raven looked at his own feathers. "This is awful!" Raven said. "You must paint me better than this."</p> <p data-bbox="378 953 748 989">Well, Goose did not know what to say. He thought he was doing a great job. He took the bucket of paint and poured it over Raven's head. Ever since, ravens have been black.</p> <p data-bbox="378 1003 695 1024">Rasmussen, Knud and M. Vorster, trans. "The Raven and the Goose." <i>Grønmo Folktale</i>. London: Glynnol, 1921. Print.</p> <p data-bbox="792 653 805 667">1</p> <p data-bbox="792 680 946 695">from "The Raven and the Goose"</p> <p data-bbox="792 705 906 720">Who is telling this story?</p> <ul data-bbox="808 741 894 831" style="list-style-type: none"> A. the reader B. the narrator C. Raven D. Goose 	<p data-bbox="1182 642 1344 936">Enabled by the teacher for specific student. Click the Speaker icon to view and active the listening options.</p>

Colorado Springs School District 11 MTSS Reports

Enrollment

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Future Track

Coming Later ...

Note: Click the D11 logo at the top left of any page to return to this screen



Current Enrollment

Year
 All

School Type
 All

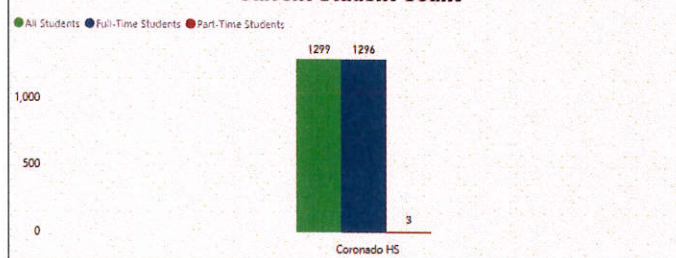
School
 Coronado HS

Grade
 All

Student Count

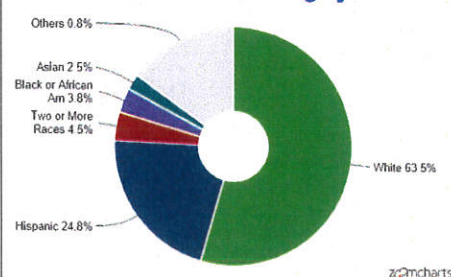
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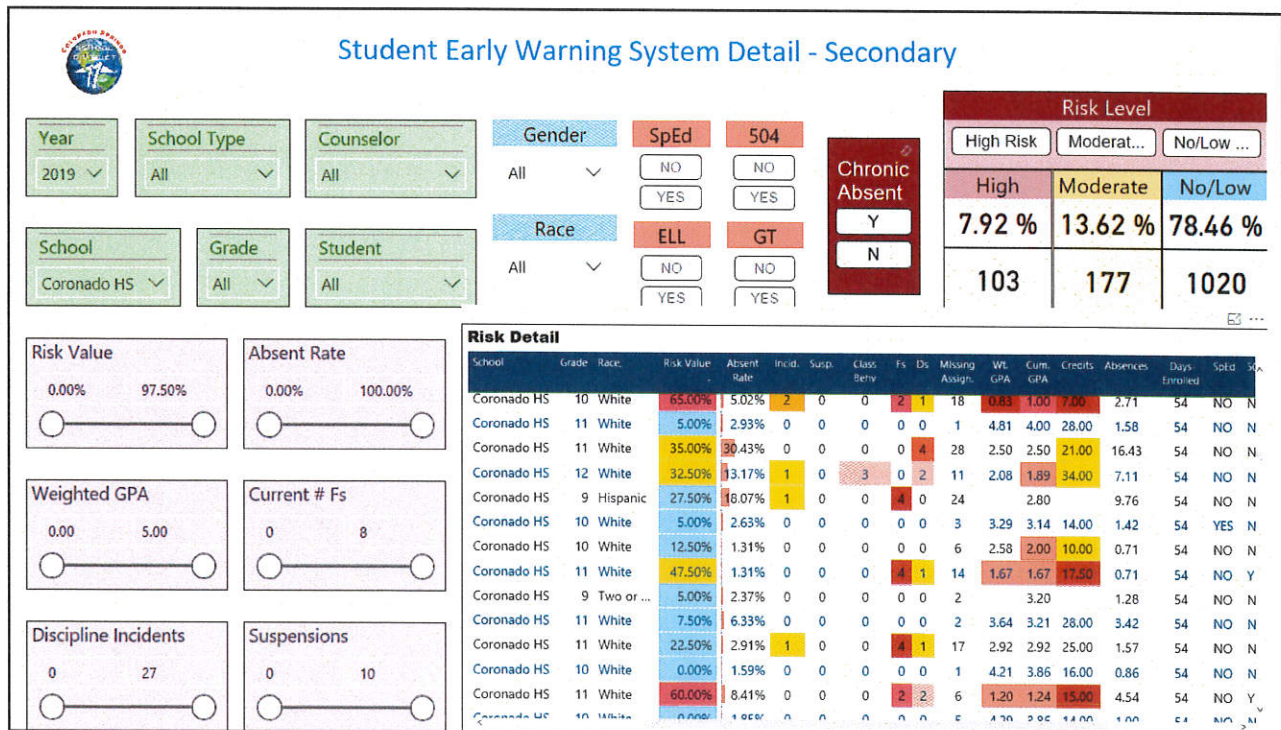
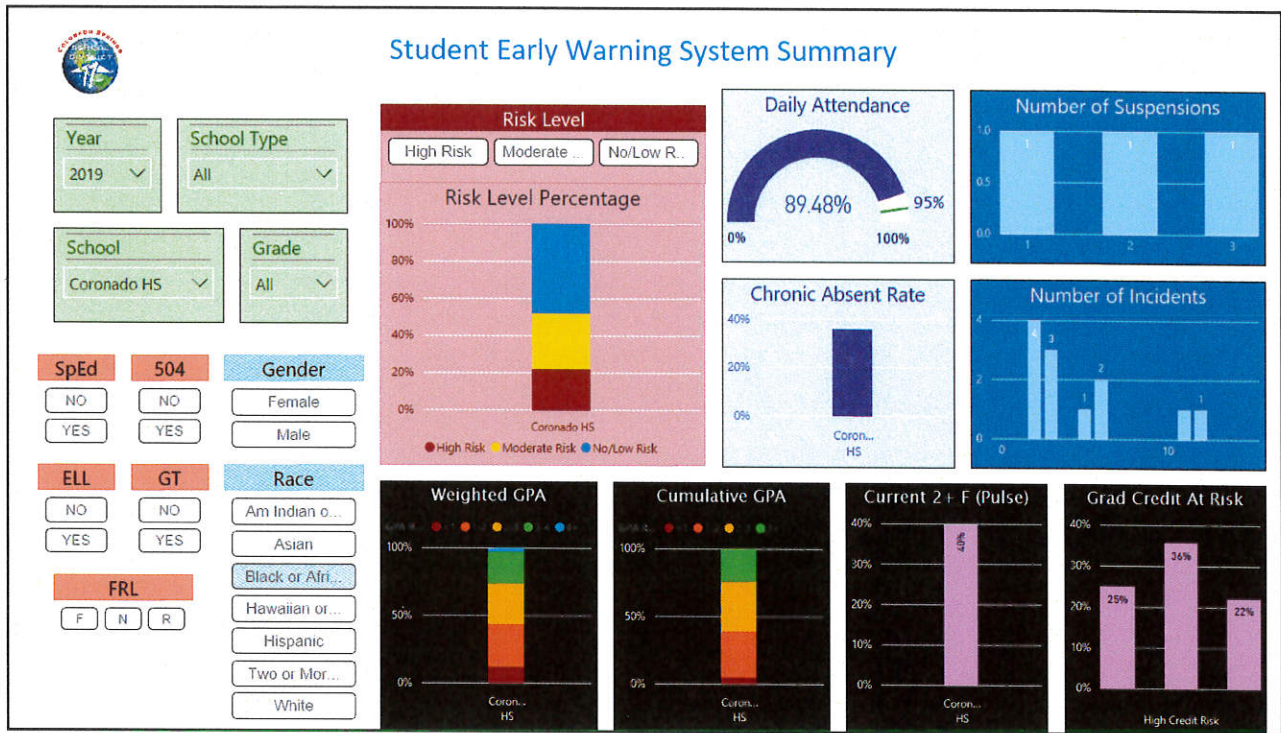
Current Student Count

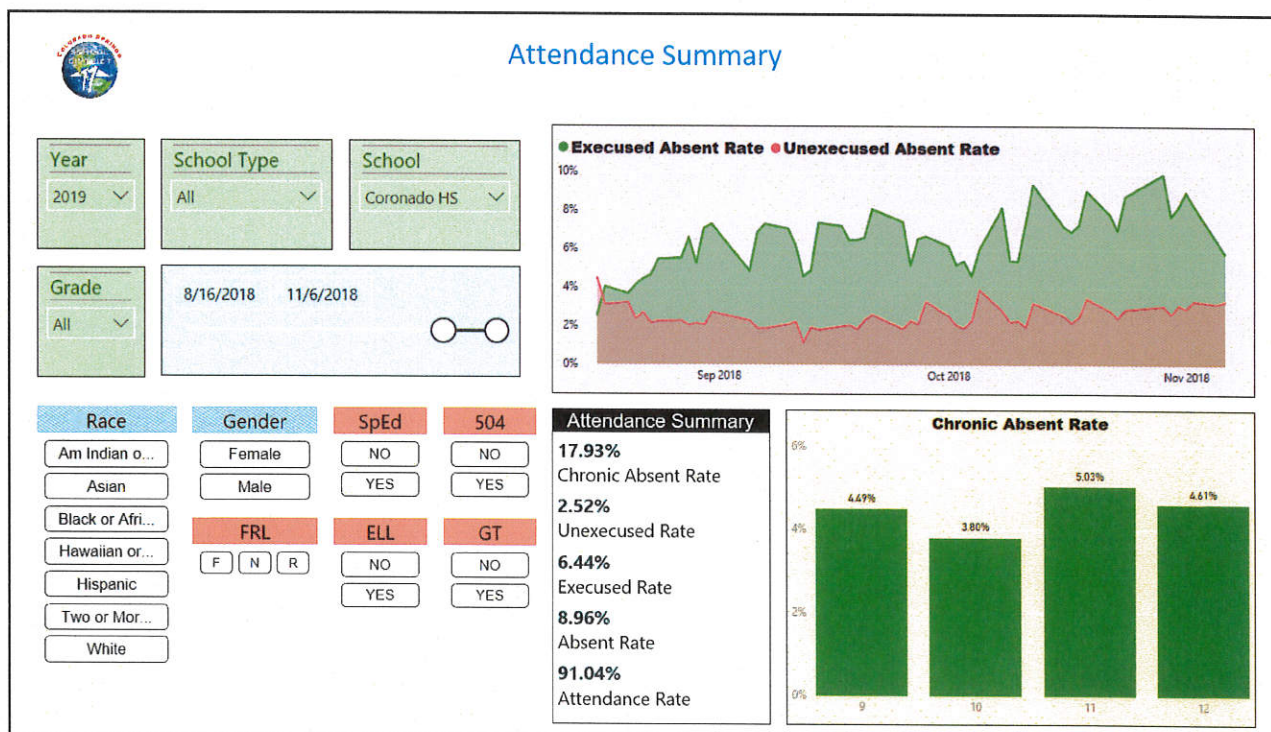
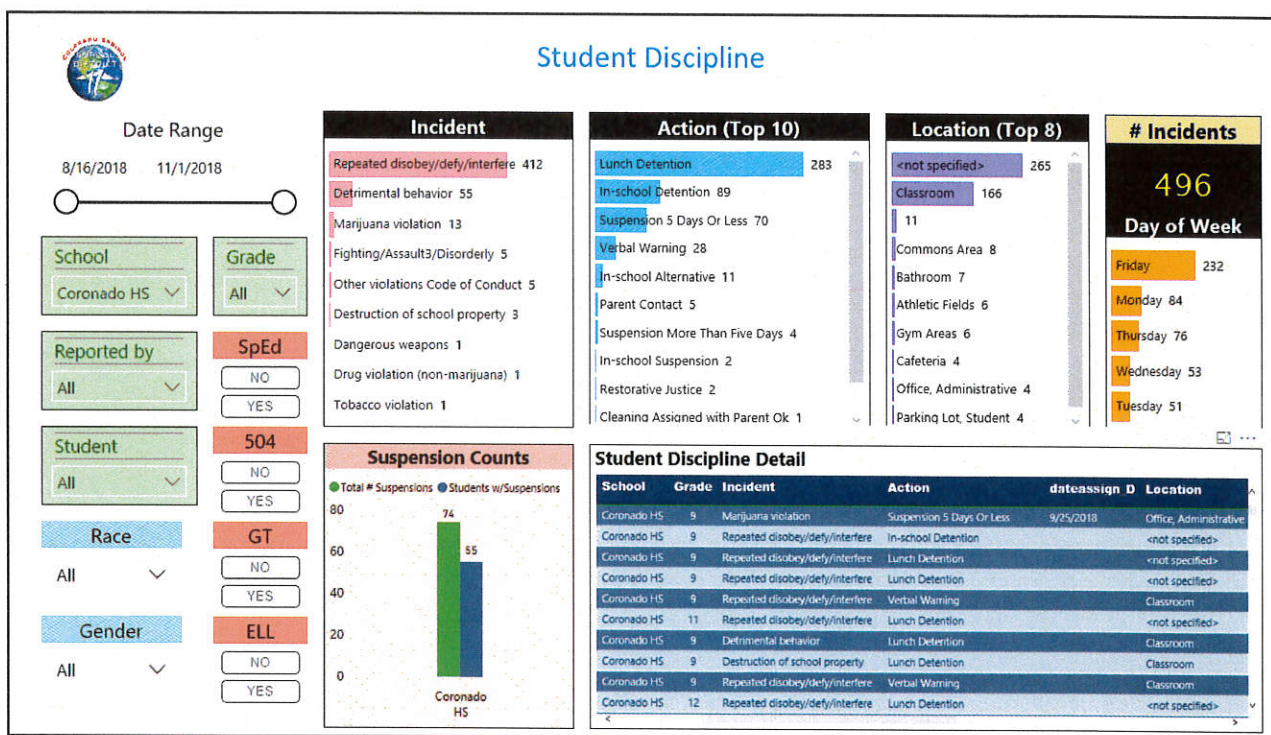


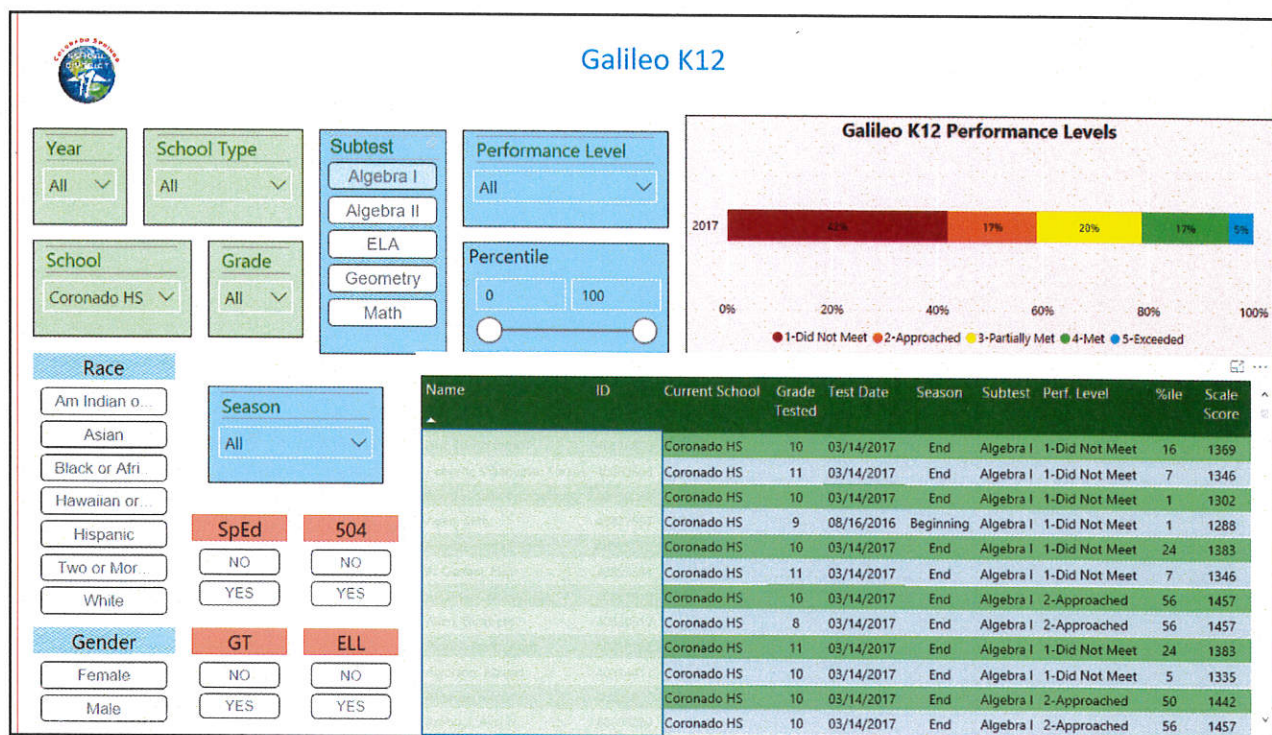
Gender	Race	SpED	504	RTI
Female	Am Indian or ...	8.78%	6.54%	0.46%
Male	Asian	114	85	6
	Black or Afric...	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES
	Hawaiian or P...			
	Hispanic			
	Two or More ...			
	White			
		GT	ELL	FRL
		16.24%	2.08%	38.11%
		211	27	495
		<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> R

Federal Race Category









MTSS Power BI Dashboard

Early Warning System (EWS) research highlights

On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation, Nov 2011, Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University. www.every1graduates.org.

What is an Early Warning Indicator and Intervention System (EWS)?

Early Warning Indicator and Intervention Systems represent a collaborative approach among educators, administrators, parents, and communities to using data effectively to keep students on the pathway to graduation. The best EWS are characterized by a combination of features that enable rapid identification of students who are in trouble; rapid interventions that are targeted to students' immediate and longer-term need for support, redirection and greater success; the frequent monitoring of the success of interventions; a rapid modification of interventions that are not working; and shared learning from outcomes.



Over a decade of research supports the development of EWS. Key early warning indicators and their thresholds are:

- *Attendance: Missing 20 days or being absent 10 percent of school days;*
- *Behavior: Two or more mild or more serious behavior infractions; and*
- *Course performance: An inability to read at grade level by the end of third grade; failure in English or math in sixth through ninth grade; a GPA of less than 2.0; two or more failures in ninth grade courses; and failure to earn on-time promotion to the tenth grade.*

The District 11 Early Warning System Risk Level is currently generated from a weighted formula of these A, B, C indicators (absence rate, incidents, suspensions, # of Ds, # of Fs, weighted GPA) and graduation credits.

Future work for the EWS will be incorporating graduation requirements ie: targeted credit acquisition and college and career readiness indicators such as SAT/ASVAB/Accuplacer/AP/IB/Industry Certifications/Capstone?. In addition, an elementary school rubric will be established.

