

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Mr. Michael Gaal, Superintendent

Phoebe Bailey, Chief of Personnel Support Services

**District Accountability Committee  
Full DAC Committee Meeting**

September 21, 2023

Hybrid – In person and WebEx

Tesla, Room 112/113

6:00 – 8:00pm

1. Welcome– Marion Clawson, DAC Chair–5 minutes
2. District Safety Audit – A High Level Overview – David Allsion, Director-Security Operations – 20 minutes
3. District Unified Improvement Plan (UDIP) – Natasha Crouse, Director-Metrics & Accountability/Dr. Jessica Wise, Director-D11 Engage/Tanya Nash, Director-Educational Effectiveness – 55 minutes
4. Budget Subcommittee Update – Amanda Huber, Budget Chair – 5 minutes
5. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 5 minutes
6. Training & SAC Support Subcommittee Update – Velvet Stepanek, T&SS Chair– 5 minutes
7. Membership Update – Lauren Walker, Vice Chair/Membership Chair – 5 minutes
8. Charter School Subcommittee Update – Velvet Stepanek, Charter Chair- 5 minutes
9. Approval of DAC Charges – Marion Clawson, DAC Chair – 10 minutes
10. Closing Remarks– Marion Clawson – 5 minutes

*SAC Training*, September 28 (Tesla-in person), November 30, January 25, April 4, Tesla room 112/113 and via WebEx

*DAC meetings*, October 19 (Board Candidate Forum), November 16, January 18, February 15, March 21, April 18, May 16, Tesla, room 112/113 and via WebEx

For more information including subcommittee meeting dates and the latest DAC Newsletter visit:

<https://www.d11.org/Page/5938>

Welcome!

# D11 Colorado Springs Schools

*Inspire every mind.*

## D11 District Improvement Plan Overview



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### District Unified Improvement Plan Review

Agenda

**Theory of Action**  
*Connect Board and Superintendent Vision for Improvement*

**Current Performance**  
*How did we do compared to last year?*

**Major Improvement Strategies**  
*How we will work to serve students this year*

**Targets**  
*What are we aiming for this year?*

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# Overall Vision and Foundation

## Our D11 “North Star”

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If we provide every school with focused, transformative support and meaningful accountability

EACH AND EVERY LEADER WILL...

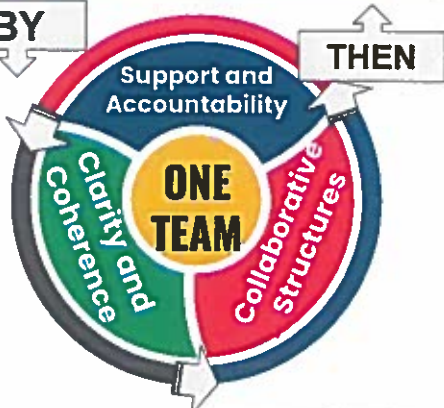
have partners in building coherence in teaching and delivering on their school’s unique strategic plans

SO THAT

every student experiences rigorous, ambitious learning opportunities that lead to success in college, career and life.

BY

THEN



Theory of Action

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## District Major Improvement Strategies

*How we will work to serve students this year*

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### Current Performance

#### 2023 CMAS -Grades 3-8

- 4 percentage point improvement in the number of students meeting or exceeding grade level expectations (percent passing) in math from 2022
- 1 percentage point improvement in ELA. The district target was 6 percentage point increase year over year
- 19% difference in percent passing between minority and non-minority students in math; 21% difference in ELA
- 24% difference in percent passing between economically disadvantaged and non-disadvantaged students in math; 27% difference in ELA
- In ELA, students grew faster in 2023 than the previous 2 years and approached the district benchmark of a 50 MGP at 49
- In Math, the district student growth slowed slightly at 49 which is down 2 MGP from the prior year
- Minority and economically disadvantaged students are growing slower than our majority populations by 5-9 percentiles

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**2023 PSAT/SAT – Grades 9-10**

- Grades 9 and 10 PSAT percent passing in mathematics performance increased by 5 percentage points in grade 9 (31% at grade level) from 2022. Grade 10 (26% at grade level) dropped 2 percentage points
- In ELA, 53% of 9<sup>th</sup> graders and 56% of 10<sup>th</sup> graders performed at grade level
- In Grade 9 and 10 Math there is a 17% and 20% gap in performance between minority students and non-minority; 21% and 19% gap by economic disadvantage
- In Grade 9 and 10 ELA there is a 19% and 21% gap in performance between minority students and non-minority; 23% gap by economic disadvantage

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**2023 SAT – Grade 11**

- SAT results in mathematics remained flat from 2021-22, showing 24% of 11<sup>th</sup> graders performing at grade level
- ELA results showed a significant improvement with a 4 percentage point increase in the number of 11<sup>th</sup> grade students scoring college ready at 48%
- In Math there is a 12% gap in performance between minority students and non-minority and a 22% gap by economic disadvantage
- In ELA there is a 23% gap in performance between minority students and non-minority and a 21% gap by economic disadvantage

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**Best First Instruction - Coherence in Tier 1 Instruction:** By school year 2024-2025, all leaders and educators will understand, implement and become accountable to a cohesive D11 Tier 1 instructional model

**Growing Healthy Community Engagement:** Create positive connections between families and schools by using a comprehensive community engagement strategy that fosters trust between families and schools

**Observation, Coaching & Feedback:** All building level evaluators will demonstrate instructional leadership by having evidence of and engaging in established systems for classroom observation, coaching, and feedback to ensure improved academic outcomes

**Cascading Professional Learning** - Plan and deliver cascading professional learning with a targeted focus on K-8 mathematics and literacy for teachers

**Continuous Improvement Cycles** - Plan and clearly articulate a **predictable, responsive cycle** to engage in the One Plan Check-Ins at each school, including data to ensure consistent monitoring of student learning

**Systems of Support and Accountability** - Provide school leadership teams with **clear expectations for monitoring student outcome data aligned with the scope and sequence for learning/learning targets** and assessment strategy

**Implementation of District Professional Learning** - School leaders, teacher leaders, and department chairs will be provided with **clear next steps to implement content-specific strategies after cascading professional learning model in K-12 mathematics and literacy**

**Learning for Special Populations** - Gifted Education department, Special Education department, and Culturally and Linguistically Diverse department will support the academic growth of students based on their individual needs and areas of strength





MIS 2 Implementation Benchmarks

**Positive Community Engagement** - District and school leadership will collaborate with community and business leaders to develop strategies that engage families in their child's academic growth

**Positive Parent Communication** - implement strategies that welcome families into classrooms and the learning process

**Support of Student Learning** - Curriculum and Instruction, Education Insights and Area Superintendents in partnership with principals will regularly share student data in ways that are accessible for families. Information will be pushed to families at regular intervals throughout the year



MIS 3 Implementation Benchmarks

**Observation Evidence** - Utilize a continuous feedback process that supports personal and professional growth. Through evaluation processes evaluators will engage in ongoing professional conversation which will support employee growth in increasing skills sets to positively impact implementation of the District mission

**Coaching Conference** - Education Insights Data Coaches will conduct regular data reviews with area superintendents, content facilitators, and curriculum and instruction leadership to review school data, goals, and major improvement strategies to customize support for schools pursuing common approaches

**Educator Effectiveness Supports** - Observation, Feedback, and Coaching Resources will be provided to all evaluators during Educator Effectiveness training

**Board Reports** - Educator Effectiveness Metric Data will be included in the quarterly report to the BOE



**Academic Achievement - CMAS, PSAT, SAT**

- For All Students - minimum 3% increase in scale score in ELA and Math per year until a "Meets" rating is achieved resulting in 45% of students performing at grade level by 2026
- Proficiency in ELA and Math will increase a minimum of 5% for all subgroups with a focus on Economically Disadvantaged students on statewide assessments, with the long-term goal that proficiency rates continue to improve resulting in no gaps existing by the year 2028
- 50% of the 9 district schools currently in Turnaround or Priority Improvement will move up to an Improvement rating or better, and 50% of the 9 schools currently in Improvement will move up to a Performance rating
- Decrease the number of students identified as having a Significant Reading Deficiency by 5% year over year

**Postsecondary Workforce Readiness - Dropout Rate**

- 1% decrease in the dropout rate (down to 3.9% from 4.9%) with the result also being a significant increase of 2% in the 4 year graduation rate

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**Safe Schools**

- The climate and culture of our schools will improve by 10 scale score points (a 29% change) by Spring 2024 as measured by student and teacher feelings of safety in the 5 Essentials Climate and Culture Survey
- A year-over-year increase of 10 points on feelings of safety will result in the district achieving a rating of "Organized for Improvement" (green) by 2027

**Student Engagement - Attendance**

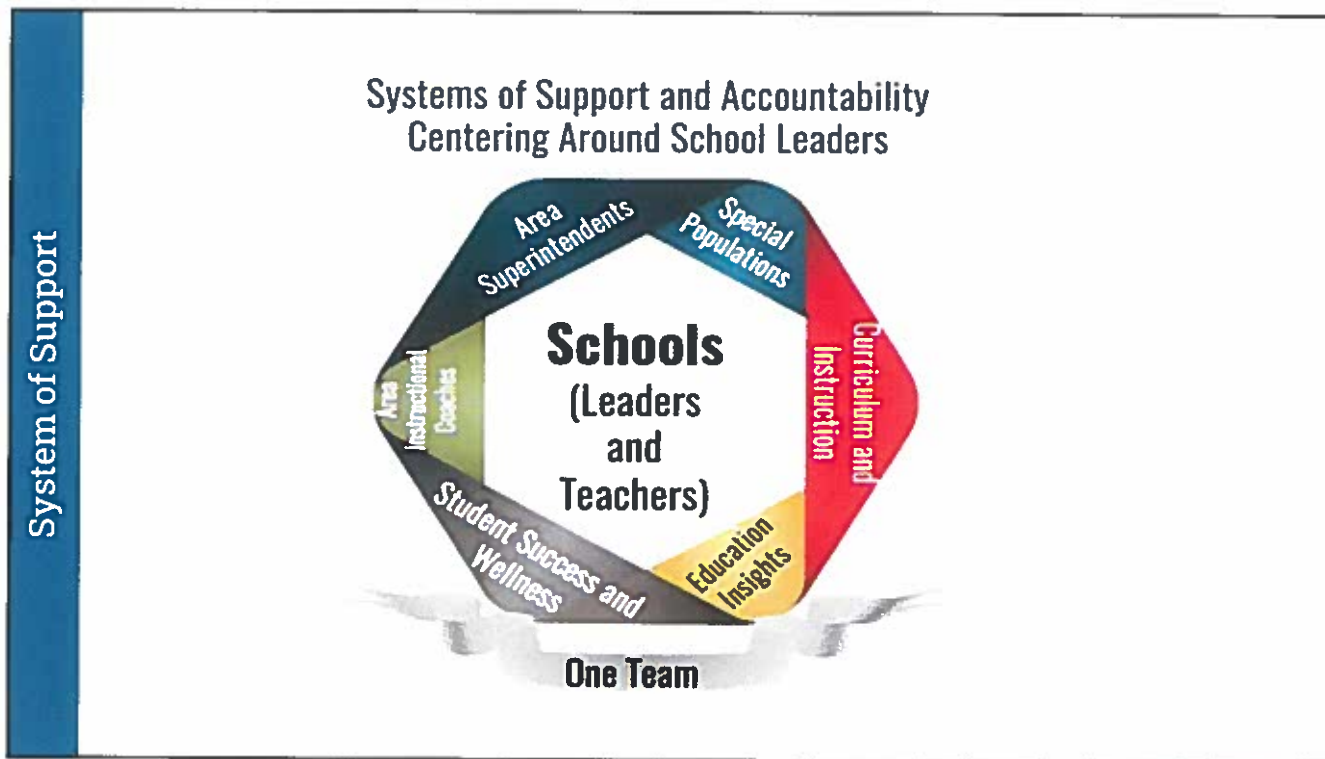
- All schools below a 92% average attendance rate will increase their rate by 1% until a 92% average attendance rate is attained. Additionally, all schools will be below a 10% chronic absence average by the end of the school year
- Student and teacher perception of safety regarding classroom behavior will improve by 10% in all schools

**Parent Engagement - 5 Essentials**

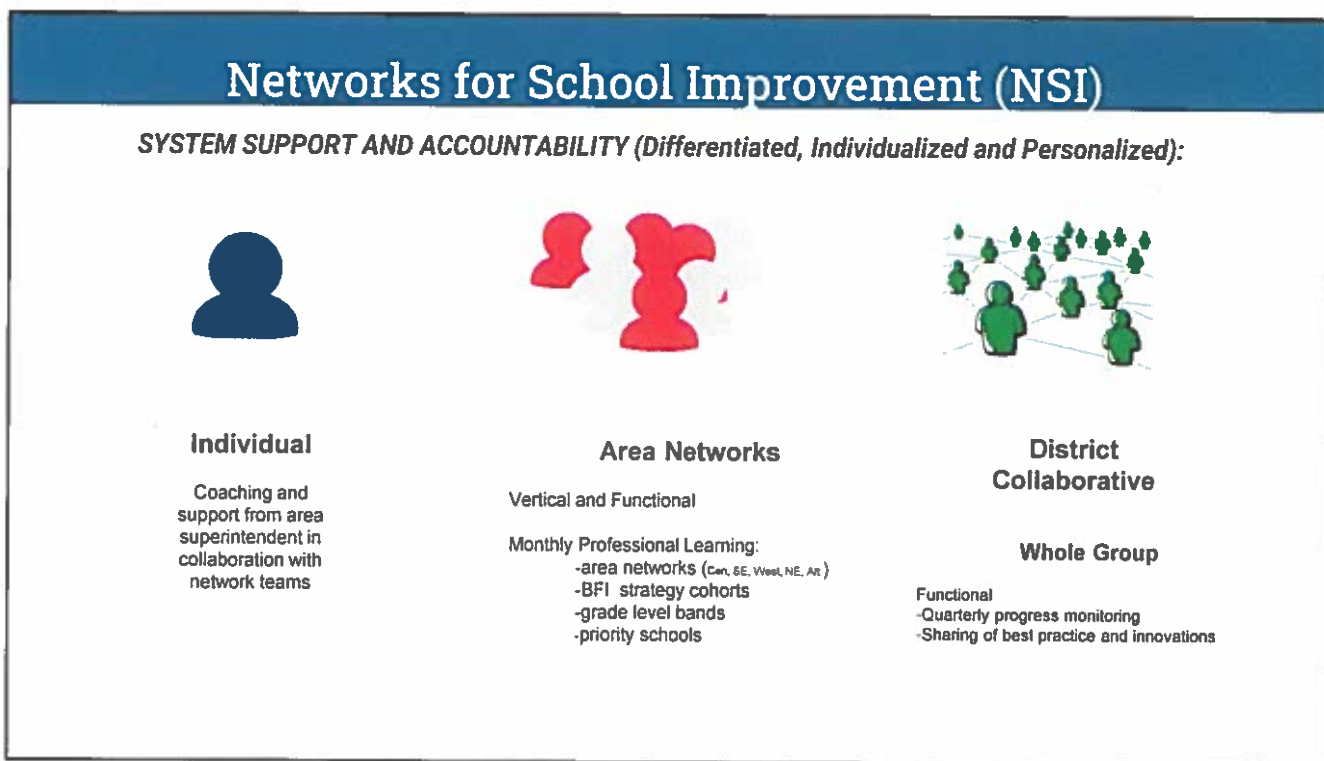
- Increase the percentage of parents reporting that teachers interact with them to support their child's learning and development at least once per week by 20%
- All schools reach at least a 65% response rate on the 5E Parent and Family Survey given in Oct, 2022. Those above 65% in prior administrations will increase their response rate by an additional 2%

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# Questions

**Full DAC 2023 – 24 Charges:**

1. Provide value and support to School Accountability Committees (SACs) by providing highly effective communication, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.
2. Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communication, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
3. Support the District's efforts on determining the why, how and what of assessment.
4. Support the District's efforts on Family, School, and Community Partnerships.
5. Support the District's efforts on communication with all families.
6. Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. E.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan (Academic support Plan).
7. Participate in at least two joint work sessions with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.