School Accountability (SAC) Training Agenda
November 30, 2023
Tesla-room 116/129 and via WebEx
6:00pm – 8:00pm

6:00 – 6:10 pm	**Welcome and Introductions** Velvet Stepanek – Training and SAC Support Chair
6:10 – 7:00pm	**Family, School, Community Partnership (FSCP), Creating an Inclusive Culture** – Jessica Wise, Director – D11 Engage
7:00 – 7:05pm	**Move to Break Out Sessions**
7:05 – 7:50pm	**Breakouts**

- **READ Act (ES)** – Christy Feldman, Elementary Literacy Specialist
  - Dibels 8
  - Training requirements
  - Dyslexia Support Happening in the District
- **Future Ready (MS/HS)** – Valerie Scates, Executive Director Future Ready/Leilani Mullins, Career & College Access Coordinator
  - Future Center
  - Review of new tool for Individualized Career & Academic Plan (ICAP)

7:50 – 7:55pm	**Move Back to Main Room**
7:55 – 8:00pm	**Closing/Door Prize, Velvet Stepanek, Training & SAC Support Chair**

SAC RESOURCES

SAC Padlet – visit with QR code

2023

1

D11 OPPORTUNITIES TO LAUNCH INFORMATION NIGHTS!

CORONADO, OCTOBER 5
PALMER, NOVEMBER 2
MITCHELL, NOVEMBER 14
RJWAC, NOVEMBER 28
DOHERTY, JANUARY 18

6TH-12TH GRADE OPPORTUNITIES!

5:00 PM SHOWCASE
6:00 PM PRESENTATION

CTE
CAREER & TECHNICAL EDUCATION
AUTOMOTIVE, CULINARY, ENGINEERING, AND MORE

WORK-BASED LEARNING
JOB SHADOWS, INTERNSHIPS, APPRENTICESHIPS AND MORE

POSTSECONDARY OPPORTUNITIES
ASCENT, TREP, AND THE PROMISE
TUITION FREE PROGRAMS, PPSC, CSU-P, AND UCCS

READY TO LAUNCH?

2

Source: Flamboyan Foundation
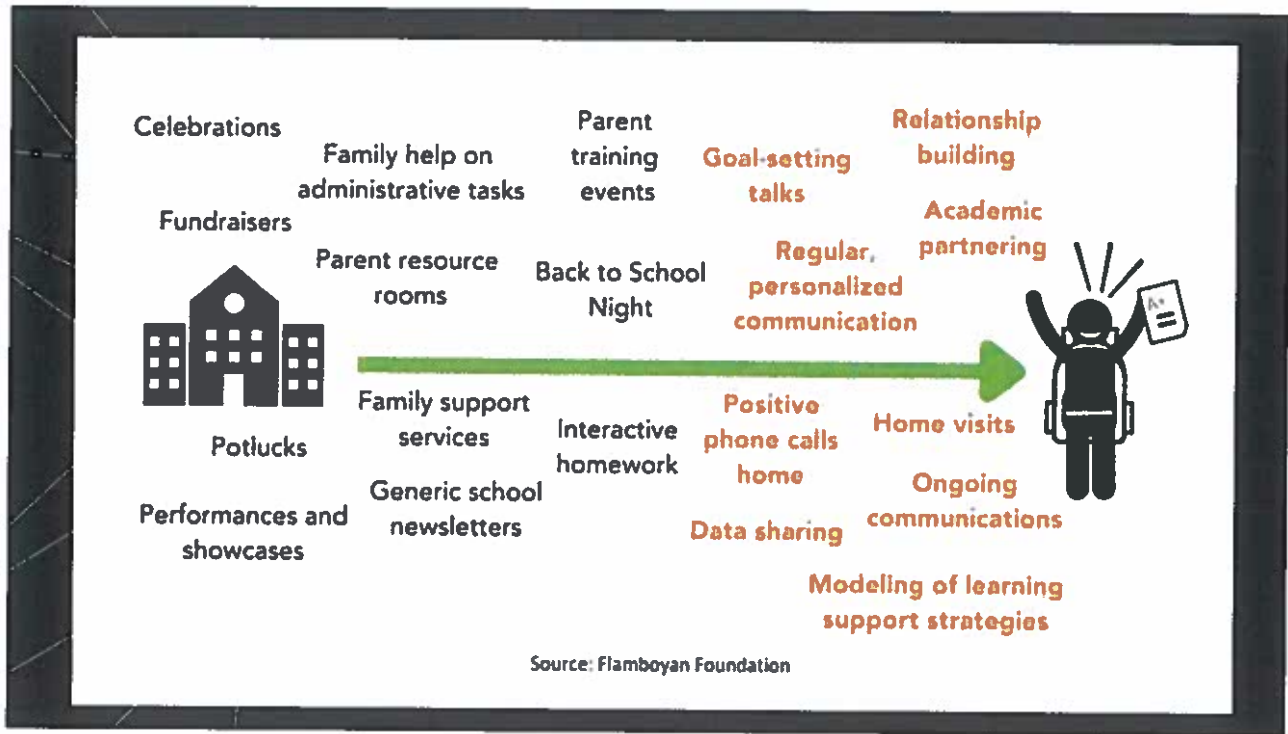
Family, School, Community Partnerships

CDE Definition of Family, School, Community Partnerships:

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

Effective Leaders

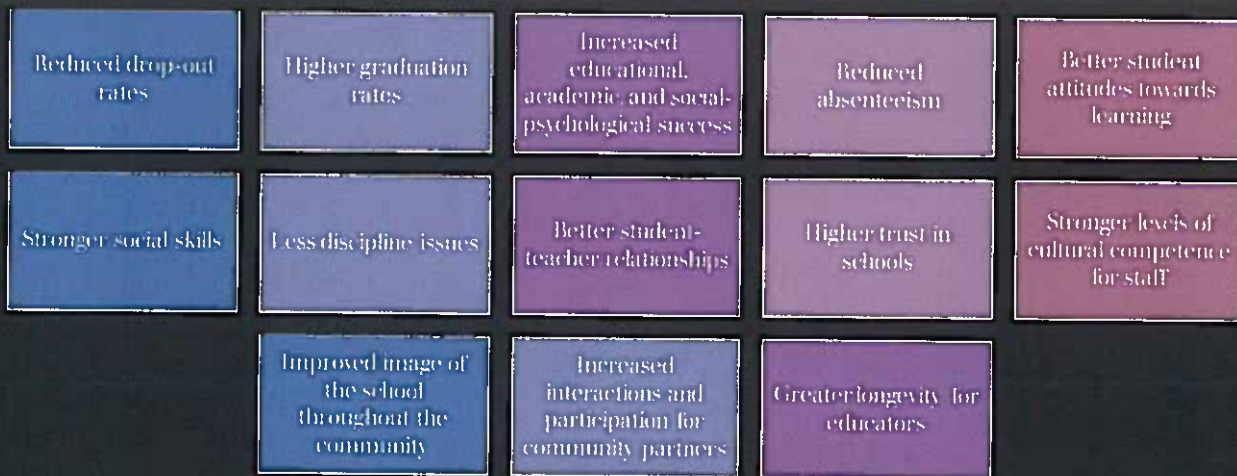Collaborative Teachers

Ambitious Instruction

Supportive Environment

Involved Families

Reduced drop-out rates	Higher graduation rates	Increased educational, academic, and social-psychological success	Reduced absenteeism	Better student attitudes towards learning
Stronger social skills	Less discipline issues	Better student-teacher relationships	Higher trust in schools	Stronger levels of cultural competence for staff
Improved image of the school throughout the community	Increased interactions and participation for community partners	Greater longevity for educators		

Start with the Why: What Research Says

District II Family Partnership: Moving From a "Nice to have" to a *"Must have"*

Understanding "Partnership"

Investing in a Continuum of High-Impact Practices

Building a multi-tiered approach to family partnership by identifying engagement opportunities district-wide

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Involvement vs. Partnership: What is the Difference?

Involvement
- One-way
- School-designed activities
- Exclusive
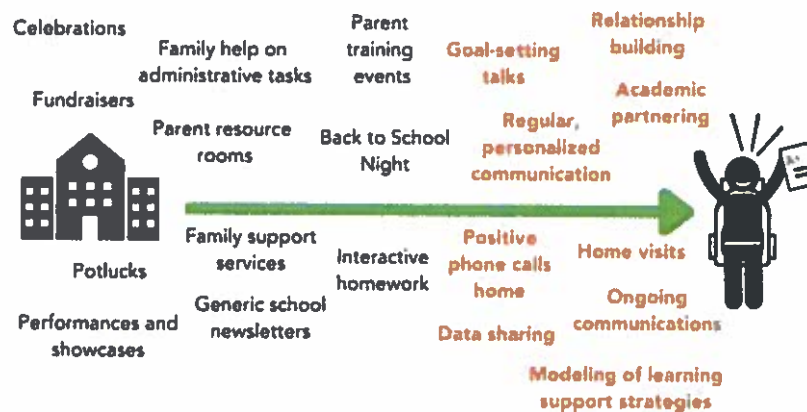- Do "to"
- Technical Language

Partnership:
- Two-way
- Co-created activities
- Inclusive
- Do "with"
- Expressive Language

"Change happens at the speed of trust.

Trust moves at the speed of relationship."

-Stephen Covey

Celebrations

Family help on
administrative tasks

Parent
training
events

Goal-setting
talks

Relationship
building

Fundraisers

Parent resource
rooms

Back to School
Night

Regular,
personalized
communication

Academic
partnering

Family support
services

Interactive
homework

Positive
phone calls
home

Home visits

Potlucks

Generic school
newsletters

Ongoing
communications

Performances and
showcases

Data sharing

Modeling of learning
support strategies

Source: Flamboyan Foundation

- https://www.cde.state.co.us/familyengagement/2023ppps

Continuum of High Impact Practices

Common Challenges to Family Engagement

- Family engagement activities are often isolated from other initiatives in districts
- Family engagement staff in districts often work in a silo, not in collaboration with other district departments
- **Families of low-income students and families of students of color are often underrepresented in family engagement activities**
- Educators struggle with how to evaluate family engagement programs and activities, beyond tracking the number of participants attending events
- While opportunities for family members to gain skills and knowledge are growing, building educators' capacity to partner with families is not yet a focus in many districts

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"A culture will be strong or weak depending on the interactions between people in the organization. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organization's distinctive character — and what it takes to thrive in it — is widely spread."

-Ebony Bridwell-Mitchell

Four Essential Elements to Guide Family, School, Community Engagement

Create an Inclusive Culture

Build Trusting Relationships

Design Capacity-Building Opportunities

Dedicate Necessary Resources

Create an Inclusive Culture

Essential Element Definition:

- An inclusive culture honors the lived experience of families in early childhood programs and/or school community.

Self-assess with the following:

- How are your practices inclusive of all families?
- How are you learning about families lived experiences?
- Who is leading and supporting the creation of the welcoming culture?

What can that work look like?

Newcomer Parent Mentor Program

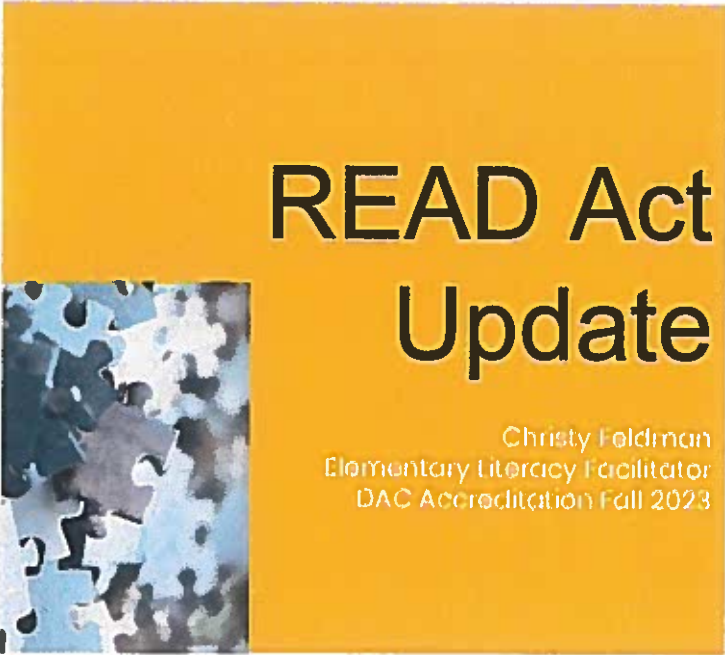Parent Workshops (Attendance, Literacy, Requested Info, etc)

Community and Culture Nights

Identifying Cultural Ambassadors

Donuts for dads

Family-Educator Teams

Let's Practice!

READ Act Update

Christy Feldman
Elementary Literacy Facilitator
DAC Accreditation Fall 2023

How does D11 *elevate* literacy for young readers?

1

Agenda

Learning Arc	Time
What is the READ Act?	5 min
The READ Act Teacher Training Requirement	5 min
Assessment Change	10 min
Performance Data	10 min
Dyslexia	10 min
Questions & Comments	5 min

2

The READ Act

3

What is the READ Act?

- Colorado Reading To Ensure Academic Development (READ) Act

- Focus on K-3 Literacy

- Focus on students reading well below grade level

4

Requirements

- Provide high quality core instruction utilizing CDE approved resources
- Assess all K-3 students
- Identify students who have significant reading deficiency and develop READ plans
- Provide intervention support above and beyond core utilizing CDE approved resources
- Ensure that 100% of our K-3 literacy staff, K-3 literacy leadership staff, and 4-12 intervention staff have been trained in the Science of Teaching Reading

5

READ Act Funding

ELAT Project
- Early Literacy Assessment Tool (ELAT)
  - DIBELS 8

SRD funds
- Building Distribution $562K
- District Use $530K

2023-24 Adjustments
- 3 FTE so that all elementary schools have full time instructional coach (TLC)
- 4 FTE for dyslexia therapists at Clinic Sites

6

3

Teacher Training

7

Teacher Training Requirements

✓ By the Fall of 2022, each district that receives READ funding must ensure that all K–3 teachers complete evidence-based training in teaching reading (minimum 45 hours) Completed for 2022 & 2023

● Show evidence of effective practice (implementation of training) ongoing

NEW for 23-24

- Addition of 4-12 literacy intervention staff
- Addition of K-3 literacy leadership

8

4

By August 1, 2024

100% of required staff will need to show evidence of completion

- Including:
    - K-5 classroom teachers
    - K-12 Special Education teachers
    - Elementary CLD and GT teachers
    - Certified Interventionists (full and part time)
    - 6-12 Literacy Intervention teachers
    - Elementary coaches
    - Elementary principals and assistant principals
    - Literacy leads at the administration level

9

Assessment Change

10

Change in Assessment

2014 Approved Assessment

DIBELS *Next*

=

2019 Name Change

The DIBELS Next assessment is now
Acadience Reading
www.acadiencelearning.org

2023 Approved Assessment

NEW!

DIBELS 8TH EDITION
O UNIVERSITY OF OREGON | College of Education

11

Performance Data

12

The Data 22-23 Beginning of Year

Account	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
Colorado Springs School District No11					Current as of 10/28/2023
Grade K					
Colorado Springs School District No11 — 22-23 BOY	620(35%)	363(20%)	265(15%)	527(30%)	1775
Grade 1					
Colorado Springs School District No11 — 22-23 BOY	639(36%)	276(15%)	278(16%)	593(33%)	1786
Grade 2					
Colorado Springs School District No11 — 22-23 BOY	520(33%)	148(9%)	367(23%)	557(35%)	1592
Grade 3					
Colorado Springs School District No11 — 22-23 BOY	543(33%)	115(7%)	378(23%)	608(37%)	1644

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The Data 22-23 End of Year

Account	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
Colorado Springs School District No11					Current as of 10/28/2023
Grade K					
Colorado Springs School District No11 — 22-23 EOY	198(11%)	287(16%)	512(29%)	744(44%)	1741
Grade 1					
Colorado Springs School District No11 — 22-23 EOY	571(33%)	223(13%)	328(19%)	621(35%)	1743
Grade 2					
Colorado Springs School District No11 — 22-23 EOY	443(28%)	206(13%)	361(23%)	572(36%)	1582
Grade 3					
Colorado Springs School District No11 — 22-23 EOY	404(25%)	190(12%)	353(22%)	670(41%)	1617

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Growth (BOY 2022-2023)

Grade K	550 students	332 students	241 students	477 students
	24% · 26% · 32% · 18%	0% · 26% · 38% · 37%	2% · 12% · 33% · 53%	0% · 4% · 22% · 74%
Grade 1	563 students	251 students	253 students	582 students
	66% · 12% · 12% · 10%	33% · 18% · 28% · 21%	21% · 17% · 28% · 34%	3% · 9% · 17% · 71%
Grade 2	469 students	138 students	341 students	525 students
	78% · 14% · 6% · 2%	14% · 48% · 20% · 18%	4% · 18% · 60% · 31%	0% · 2% · 20% · 78%
Grade 3	468 students	112 students	357 students	575 students
	69% · 17% · 11% · 3%	14% · 27% · 46% · 13%	2% · 14% · 44% · 38%	0% · 2% · 14% · 84%

The Data 2022-23 Beginning of Year

Account	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
↳ Colorado Springs School District No11					Current as of 11/02/2023
Grade K					
Colorado Springs School District No11	23-24 BOY 943(56%)	292(17%)	201(12%)	244(15%)	1680
Grade 1					
Colorado Springs School District No11	23-24 BOY 593(34%)	359(21%)	427(25%)	342(20%)	1721
Grade 2					
Colorado Springs School District No11	23-24 BOY 584(34%)	280(16%)	500(29%)	356(21%)	1720
Grade 3					
Colorado Springs School District No11	23-24 BOY 454(29%)	284(18%)	443(29%)	372(24%)	1553

Kindergarten Subtests (BOY 2023-2024)

	Percent of Composite
Composite	100%
LNF	56%
PSF	6%
NWF-CLS*	23%
NWF-WRC*	6%
WRF*	9%

Letter Sounds and Word Reading are "gated" meaning, if a student cannot segment a minimum number of sounds in PSF, the assessment discontinues. This is to save time and avoid frustration for the student. The composite is scored as if the gated assessments were 0.
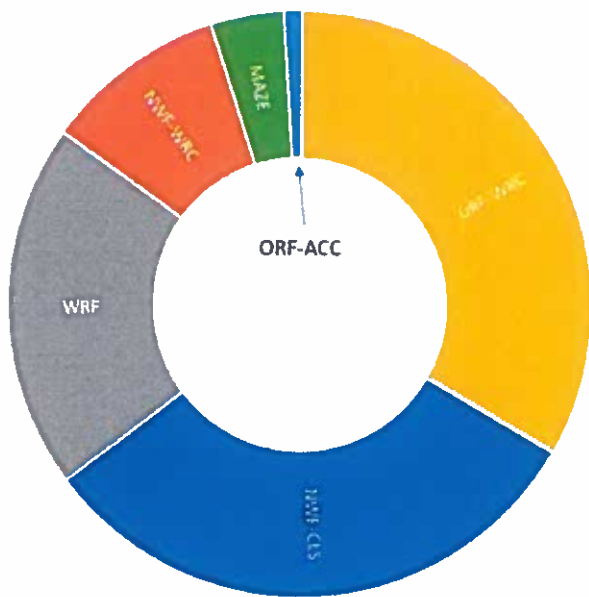
17

Kindergarten Subtests (BOY 2023-2024)

The slashed areas represent the number of students that were "gated" out of that subtest.

18

First Grade Subtests (BOY 2023-2024)
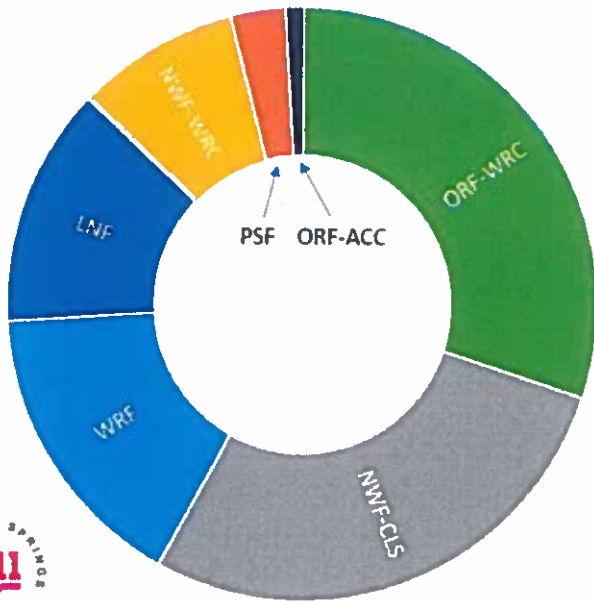
	Percent of Composite
Composite	100%
LNF*	13%
PSF*	3%
NWF-CLS	28%
NWF-WRC	9%
WRF	16%
ORF-WRC*	30%
ORF-ACC*	1%

Oral Reading Fluency is "gated" meaning, if a student cannot decode a minimum number of sounds in NWF, the assessment discontinues. This is to save time and avoid frustration for the student. The composite is scored as if the gated assessments were 0.

19

First Grade Subtests (BOY 2023-2024)
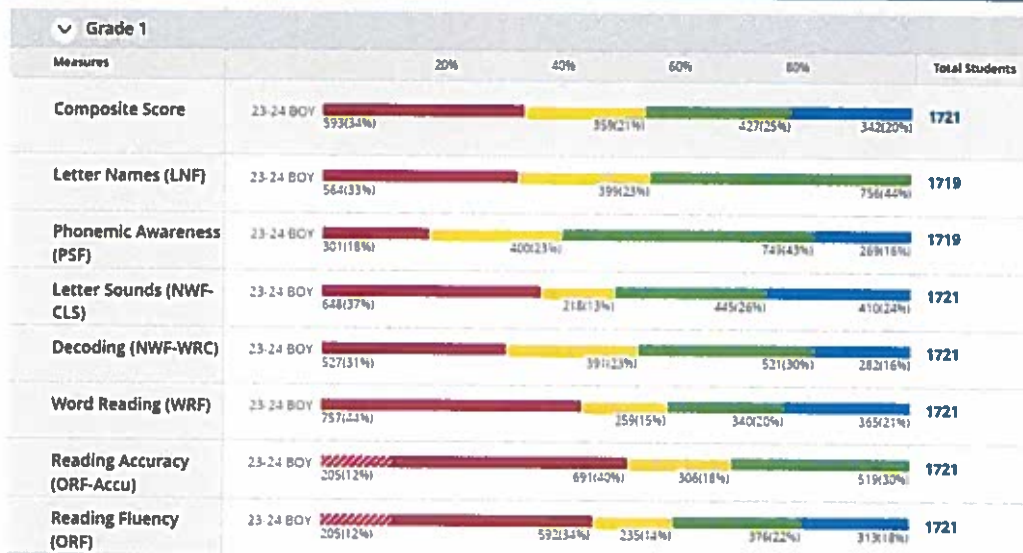
The slashed areas represent the number of students that were "gated" out of that subtest and assumed as not proficient..

20

Second Grade Subtests (BOY 2023-2024)

	Percent of Composite
Composite	100%
NWF-CLS*	31%
NWF-WRC*	10%
WRF*	20%
ORF-WRC	33%
ORF-ACC	1%
MAZE	4%

NWF-CLS, NWF-WRC, and WRF are "gated" meaning that if students do well enough on ORF, the assessment does not open the lower subtests. The system assumes the student would be proficient in the lower subtests.

21

Second Grade Subtests (BOY 2023-2024)

The slashed areas represent the number of students that were "gated" out of that subtest and assumed proficient..

22

Third Grade Subtests (BOY 2023-2024)
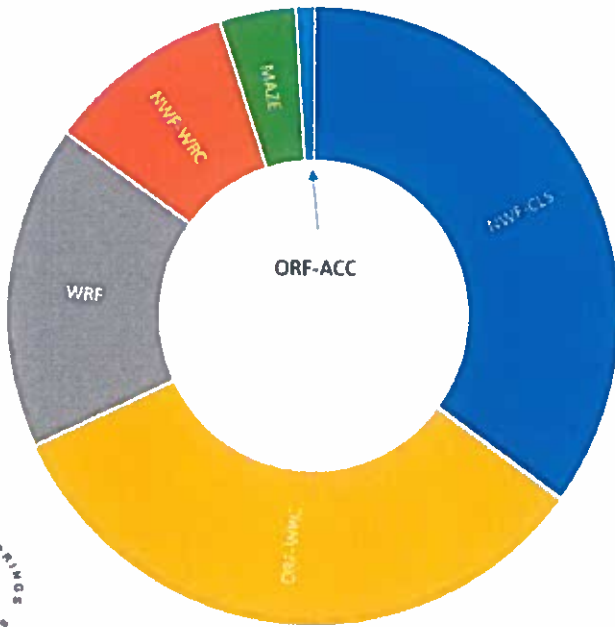
	Percent of Composite
Composite	100%
NWF-CLS*	35%
NWF-WRC*	10%
WRF*	17%
ORF-WRC	33%
ORF-ACC	1%
MAZE	4%

NWF-CLS, NWF-WRC, and WRF are "gated" meaning that if students do well enough on ORF, the assessment does not open the lower subtests. The system assumes the student would be proficient in the lower subtests.

23

Third Grade Subtests (BOY 2023-2024)

The slashed areas represent the number of students that were "gated" out of that subtest and assumed proficient..

24
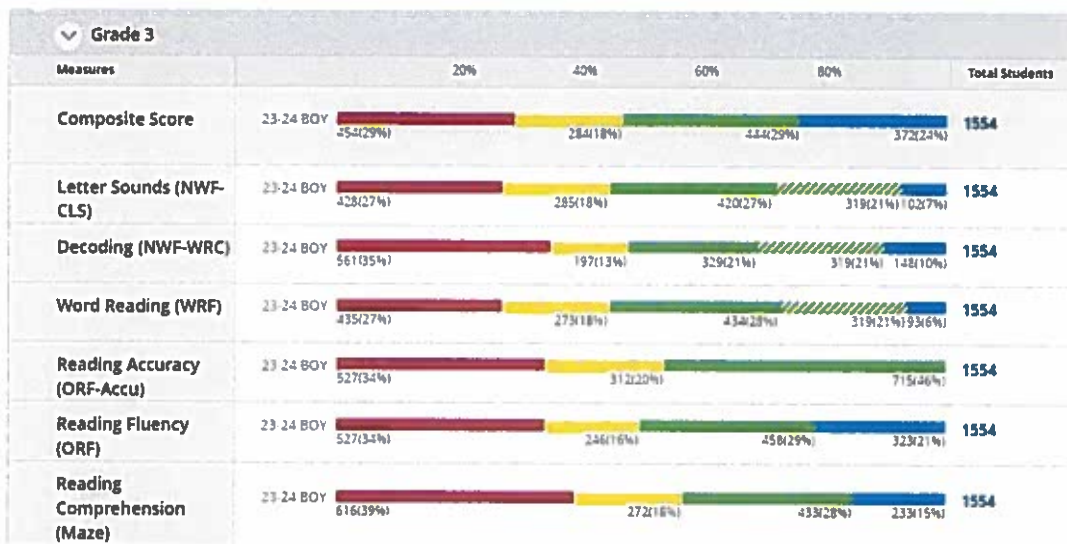
Dyslexia

25

Support for **ALL** Students at Elementary Sites

- Elementary sites utilize one or more of the following intervention programs: *SIPPS, 95% Group* materials, *Heggerty Phonemic Awareness,* and/or *Orton Gillingham* instructional strategies.
  - All of these programs have research that support use with students with indicators of dyslexia, and are rooted in Science of Reading Research and best instructional practice.

- Continuing support: Additional training and coaching is needed to ensure high quality implementation of each program or protocol
  - Fidelity to program design so that student achievement is maximized.

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Targeted Work in Dyslexia Moves Forward

- Take Flight Trainee Cohorts

- Dyslexia Pilot Sites 2023-24

- Expansion Ideas

27

Take Flight Trainees

- Currently we have approximately 34+ staff already certified or participating in training to address dyslexia through the use of the Take Flight intervention program.
  - 14 Staff complete
  - 11 staff in year 2
  - 9 in year 1
  - Additional cohort if funding allows

- Approximately 168 students currently receiving Take Flight Support with the potential of approximately 250+ depending on availability of therapists

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Current Dyslexia Focus Sites

Site	Support
Monroe	Pilot site- full time therapist on staff
Twain	Pilot site- full time therapist on staff
Trailblazer	Pilot site- full time therapist on staff
Keller	Pilot site- full time therapist on staff
Midland	Targeted site- limited groups
Howbert	Targeted site- limited groups
Penrose	Targeted site- limited groups
Martinez	Targeted site- limited groups
Various Elementary Schools	Limited support- 1-2 groups only
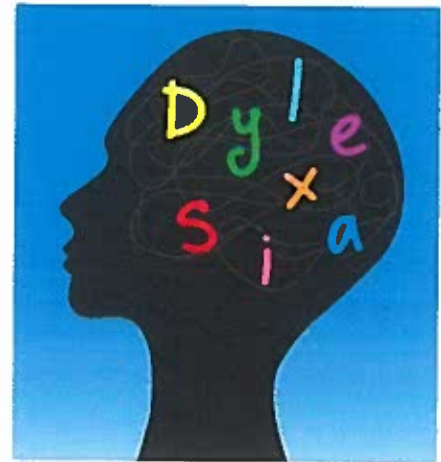
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Expansion Plans
Dependent on Funding

The Dyslexia Team would advocate for:
- Additional Take Flight Trainee Cohort(s)
- Additional Targeted/Pilot Sites
  - Addition of a formal site to add to Central Portfolio
- Addition of Orton-Gillingham groups to in school and after school clinics
  - Additional OG training and coaching support needed
- Addition of Secondary level support- especially at Middle School
- Evening Clinics

30

15

Optimistic Closure

31

Best Hopes

- 100% of required staff trained in the Science of Teaching Reading
- 100% of required staff receive the follow-up coaching and support needed to implement the training.
- D11 will reduce the SRD identification percentage to less than 5%.
- All elementary students receive excellent Best First Instruction.
- All students receive targeted intervention/extension support by name and need.
- D11 will formally address screening for dyslexia and ensure effective intervention, support, staffing and/or programing for identified students.
- D11 will build effective partnerships with parents and the community to promote early literacy for all D11 students.

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Questions & Comments

33

Questions, Comments, Points of Interest

Please contact:

Christy Feldman
Elementary Literacy Facilitator
christy.feldman@d11.org
719-520-2023
719-338-9914

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FUTURE CENTERS
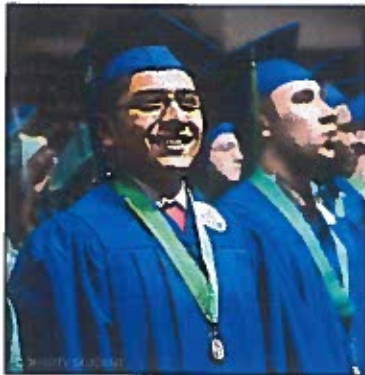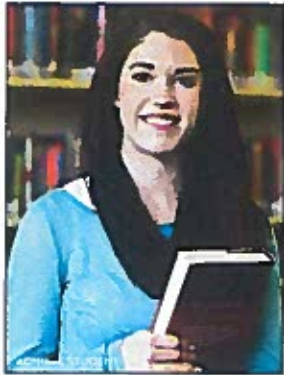
Increase Awareness and Increase Participation

D11 Colorado Springs School District 11

1

Find your Future in D11!

FUTURE CENTERS

Future Centers will support students with the AMP :

Goal 1: Invest in Quality Neighborhood Schools so that every student can access opportunity and achieve.

Goal 2 Create access to programming and pathways in Arts, Experiential, STEM, Specialized Programming, and Language areas.

Goal 3 Provide robust opportunities for students to develop college, career, military, and technical education credentials.

Goal 4 Ensure every student develops the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future (ICAP).

2

2

Slide 3

FUTURE CENTERS

Expand Pre K-14 Career Learning by increasing:
- **Exposure** (Elementary)
- **Exploration** (Middle)
- **Experience** (High)

What year in school did the career and/or college process become important for you?

Number of Respondents

1078

Responses Overview

- 8th Grade 41
- 9th Grade 106
- 10th Grade 120
- 12th Grade 311
- 6th Grade 66
- 11th Grade 296
- 7th Grade 21

100 200 300 400

Let's start earlier!

- 8th Grade
- 9th Grade
- 10th Grade

3

Slide 4
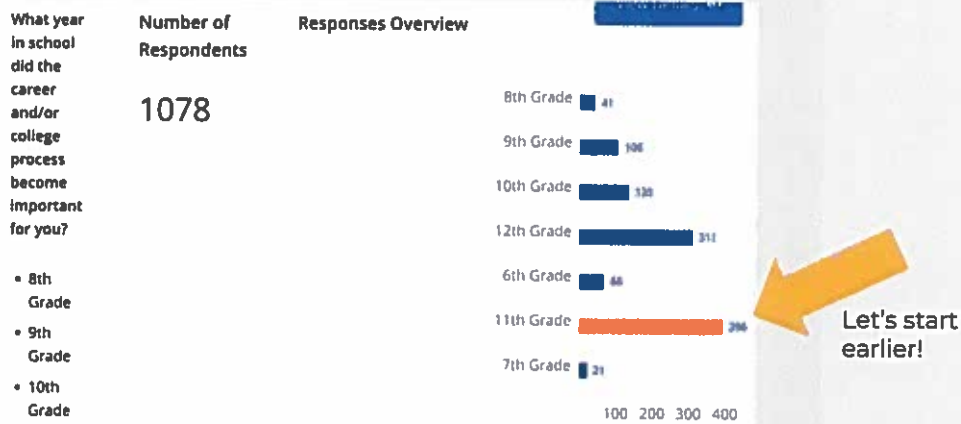
FUTURE CENTERS

Class of 2023 Graduation Survey
15% of students reported they were "not sure" or gap year

Future Centers will help to ensure each student has a plan and is prepared for

"What's Next"

What is your first-choice path after high school?

Number of Respondents

1098

- Apprenticeship Program
- Career Education or Trade School
- College: Associate Degree
- College: Bachelor's Degree
- College: Bachelor's Degree
- Employment
- Gap or Service Year

Responses Overview:
- Apprenticeship Program 20
- Career Education or Trade... 101
- College: Associate Degree... 90
- College: Bachelor's Degre... 430
- College: Bachelor's Degre... 20
- Employment 190
- Gap or Service Year 123
- I'm not sure. I need guid... 24
- I'm not sure. I need guid... 1
- Military Service 16

150 300 450 600

4

FUTURE CENTERS

#PSDfutureready

- Knowledgeable Staff
- Individualized Counseling
- Comprehensive Resources
- Career Development Programs and Certs
- Job shadows, Service Learning, Internships, Apprenticeships
- Military Service Opportunities
- Concurrent Enrollment
- Financial Aid and Scholarship Guidance
- College Application Support
- Interviewing, Resumes, Job seeking

5

FUTURE CENTERS

Knowledgeable Staff

- Experienced and **knowledgeable** professional **staff**
- Experts in college admission, career pathways, and financial aid
- Ongoing professional learning to stay current in trends and opportunities

6

6

FUTURE CENTERS

Individual Career and Academic Planning

*Meaningful Career Conversations
to Meaningful Student Involvement*

The center should provide one-on-one counseling sessions to help students identify their goals, choose appropriate institutions, or career paths, and develop personalized plans.

Engagement should start as early as 9th grade.

Individualized
Counseling

ICAP

7

7

FUTURE CENTERS

Offer a **wide range** of **resources**:

- Career exploration tools and events
- Concurrent Enrollment support
- Updated information on:
  - colleges and universities
  - technical and trades
  - military service
  - Internships, apprenticeships, employment
- Scholarship search and application process
- Financial aid support including interpreting financial aid offers
- Standardized test preparation materials

8

8

FUTURE CENTERS

Workshops, seminars, and events that help students explore different career options, learn job search skills, and connect with professionals in various fields

Career Development Programs >

9

What comes next?

State Initiatives:

Career Advance Colorado

Universal High School Scholarship Program

Apprenticeship Outreach Specialist

District Initiatives:

Academic Master Plan Goals

Future Centers and Staffing

Expanding Career Instruction

Expanding Student Career Experiences

D11 Promise Scholarship and Support

ASCENT and TREP

ICAP Platform RFP

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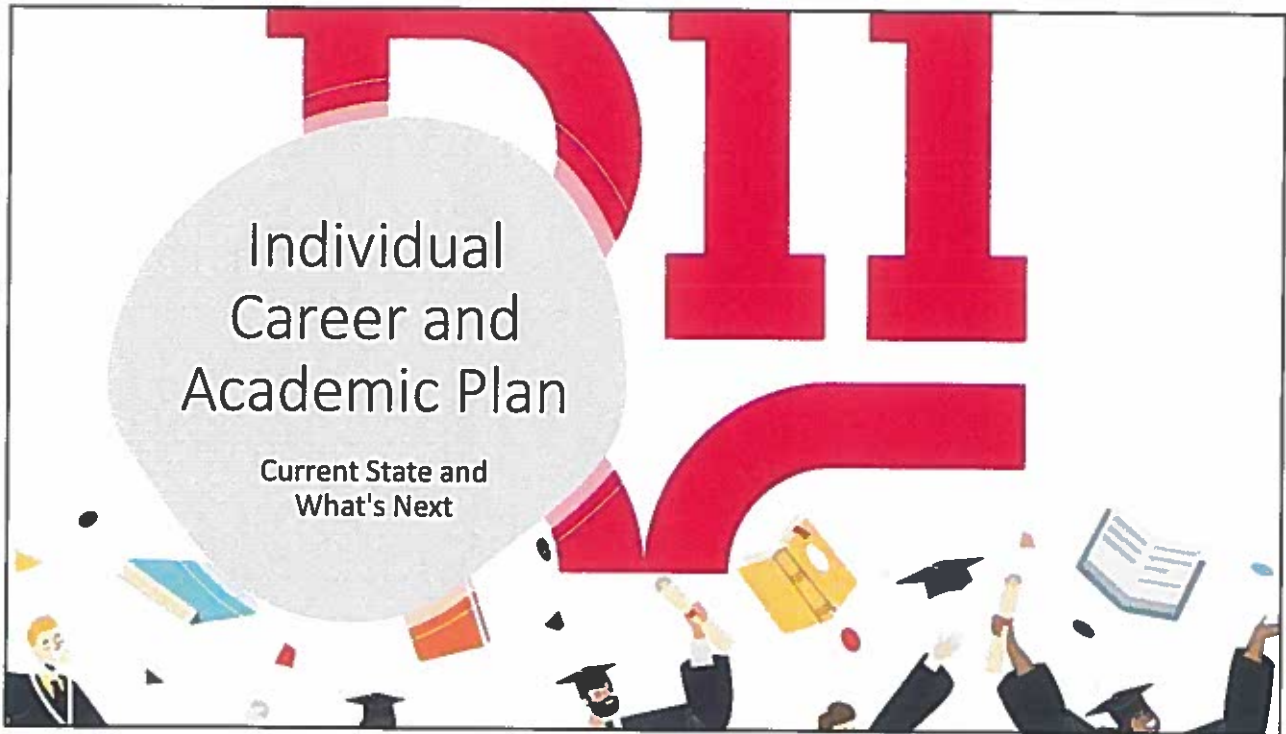
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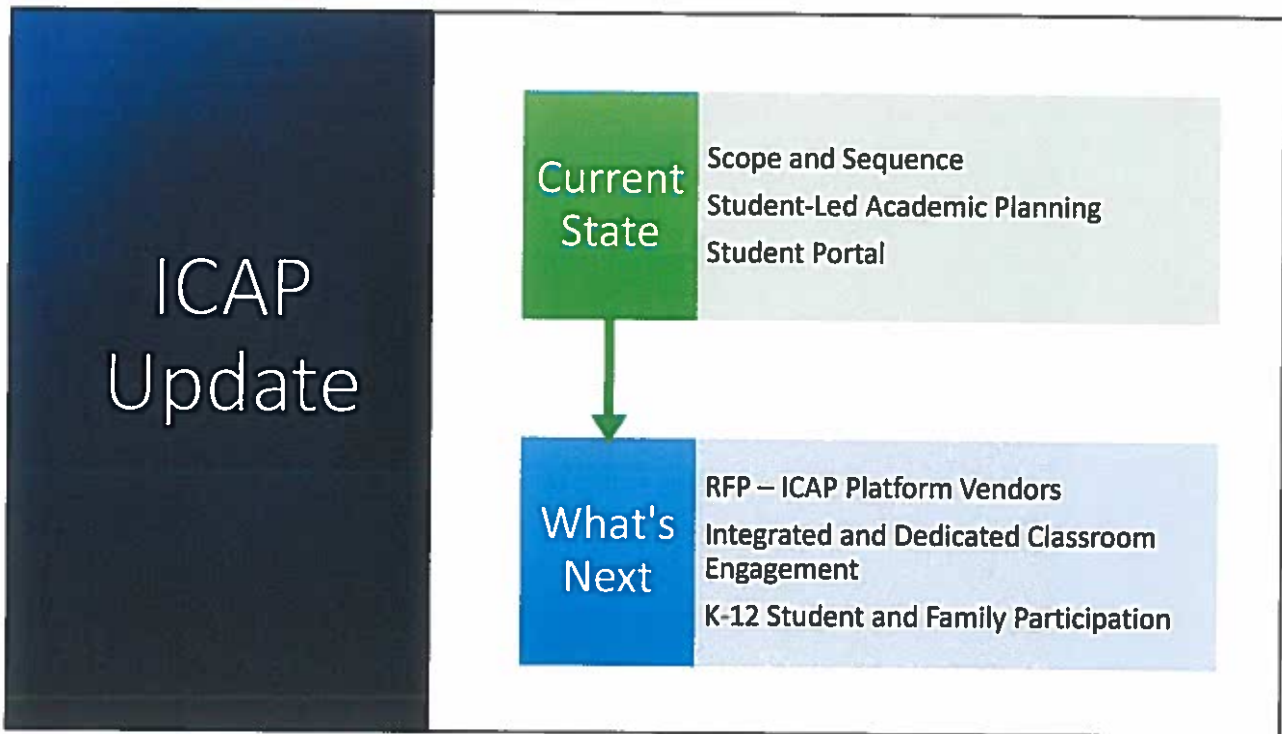
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Middle School Scope and Sequence

- Explore Careers using Naviance
- Add careers, pathways, and/or clusters to your favorites (two or more careers required)
- Recommended: Complete an activity to learn more about yourself and what careers best fit your personality and strengths. Learning Styles Inventory and Multiple Intelligence (MI) Advantage are examples when available

Grade 6

- Create a career goal. Write this as your 7th Grade Postsecondary Goal in Naviance.
- Recommended: Complete Strengths Explorer inventory to increase awareness of self and potential careers that fit your strengths.

Grade 7

- Complete Career Cluster Finder. Learn about careers that fit you. Favorite a career cluster and add careers that interest you to your Favorites in Naviance.
- Revisit and update your career goal. Write this as your 8th grade Postsecondary Goal in Naviance.
- Recommended: Begin tracking community service, service learning, and extracurricular activities in the resume builder
- Recommended: Begin creating a Course Plan of Study that helps you meet graduation requirements

Grade 8

13

High School Scope and Sequence

- Complete Career Interest Profiler. Learn about careers that fit you. Add careers that interest you to your Favorites in Naviance.
- Revisit and update your career goal. Write this as your 9th grade Postsecondary Goal in Naviance.
- Create a Course Plan of Study aligned with discovering and planning for your path after high school.
- Recommended: Continue tracking your achievements and activities in the resume builder in Naviance

Grade 9

- Research more on careers. Add any additional careers you are thinking about to your Favorites in Naviance.
- Revisit and update your career goal. Write this as your 10th grade Postsecondary Goal in Naviance.
- Update your Course Plan of Study. Track progress and make changes based on graduation requirements and your path after high school.
- Recommended: Explore postsecondary options through tools such as the College Super Match to explore your options and discover colleges that are a match with your academic profile and a fit with what you're looking for in a college experience.
- Recommended: Continue tracking activities in the resume builder
- Recommended: Complete the Do What You Are® assessment to learn more about yourself and careers that may be a good match for you

Grade 10

- Revisit and update your career goal. Write this as your 11th grade Postsecondary Goal in Naviance.
- Update your Course Plan of Study. Track progress and make changes as needed based on graduation requirements and your path after high school.
- Revisit your favorite careers. Add any additional careers you are thinking about to your Favorites in Naviance.
- Complete Super Match College Search. Add colleges that interest you and that align to your career goals to your Favorites in Naviance.

Grade 11

- Revisit and update your career goal. Write this as your 12th grade Postsecondary Goal in Naviance.
- Revisit, update, and solidify your favorite careers. Find the best postsecondary option to get you on your career path.
- Apply to one or more postsecondary options (college, military, certificate program, etc.) Transfer the colleges you are thinking about to colleges you are applying to in Naviance.
- Finalize your resume. Use the activities you have tracked in Naviance to create a resume or upload your resume into Naviance if you used another program.
- Complete the Free Application for Federal Student Aid, or alternate aid form, to access federal, state, and institutional aid.

Grade 12

14

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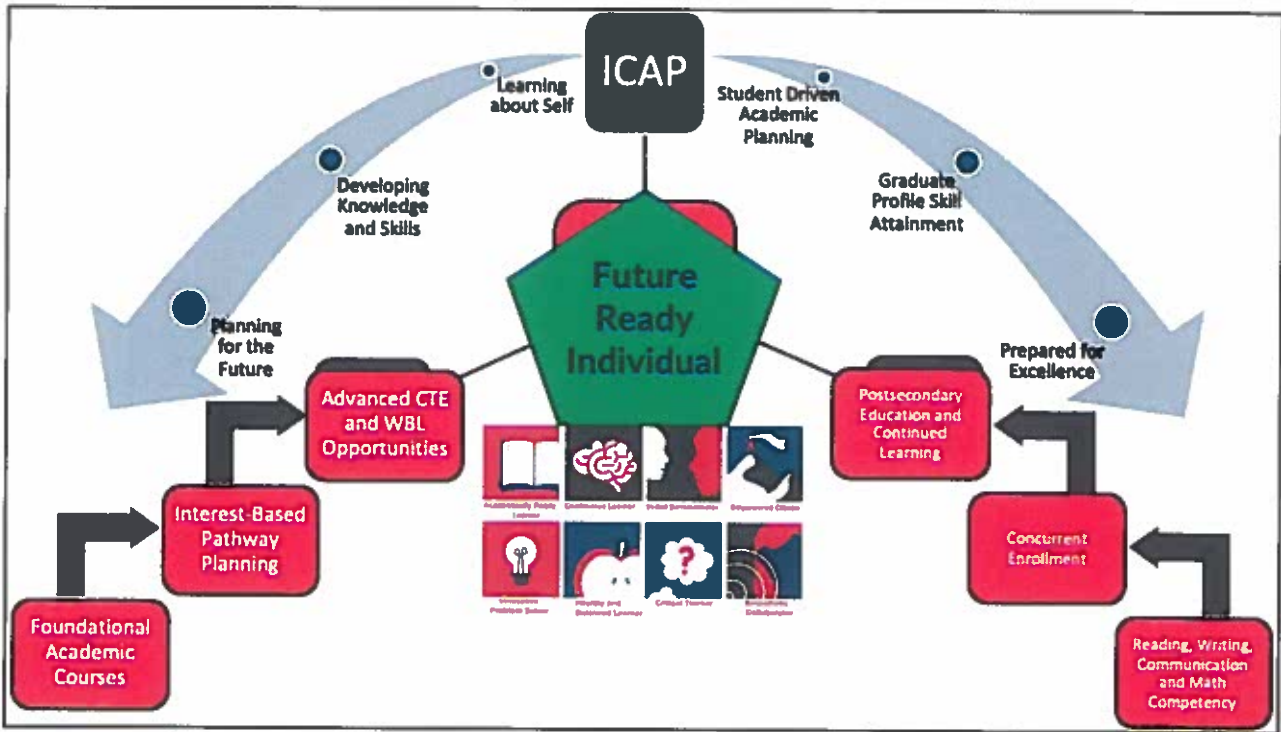
Naviance – Student Portal

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Request for Proposal ICAP Platform Update

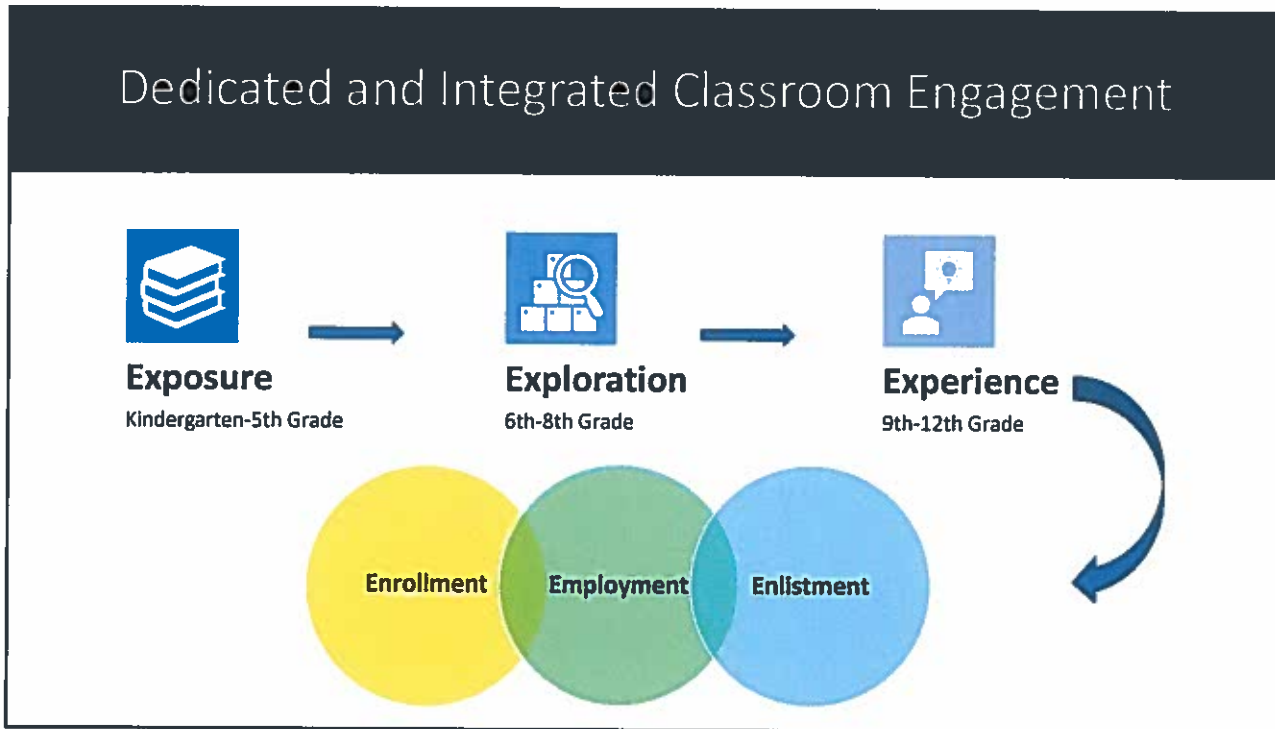| Course Planner	K-12 (PK-14) Curriculum	Student Portfolio	Work-Based Learning	Usability (Staff, Students, Parents
• Academic tool for students • Inform registration and master schedule	• Integrated into classroom • Guidance through activities	• Culminating product of student activities	• Accessible opportunities with required documentation	• Reporting and data driven • Visually appealing and engaging

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Key Considerations

- Scheduling
- Transportation
- Graduation Requirements
- Core Credit for Career Connected Learning
- Increase Awareness of Opportunities
- ICAP Dedicated and Integrated school-wide with fidelity

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Dedicated and Integrated Classroom Engagement

Exposure
Kindergarten-5th Grade

Exploration
6th-8th Grade

Experience
9th-12th Grade

Enrollment

Employment

Enlistment

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Student and Family Participation

1
Ensure Student Learning over Multiple Years with Multiple Opportunities for Access

2
Support Parent Access to Student's Individual Plans

3
Offer Family Information Events and Communication

4
Increase Career-Connected Learning for Students and Families

We Want Your Feedback!

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