



Colorado Springs **School District 11**

The world is changing. **Meet the future.**

Every Student Prepared For A World Yet to be Imagined

Doing it...

The

D11 Way

**Annual
Report
to the Public
2011-2012**



Superintendent's Foreword



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As Superintendent of Colorado Springs School District 11, I am proud to present this 2011-12 Annual Report. This report will give you an overview of the facts you need to measure the academic, operational, and financial condition of District 11.

Our district continues to change. The demographic makeup of our student population continues to shift. While the percentage of Hispanic students has increased from 22 percent five years ago to 29 percent this year, the percentage of White students dropped from 62 to 53 percent, and African Americans from ten to seven percent. This year, about 53 percent of our students qualify for free or reduced lunch rates, up from 44 percent five years ago.

Our district continues to improve. As we transition from the Colorado Student Assessment Program (CSAP) to the Transitional Colorado Assessment Program (TCAP), we continue to monitor our student achievement and growth. TCAP tests and reports out in 27 grade-level content areas. The areas are based on reading, writing, math and science by elementary, middle, and high school levels. Of the 27 areas, District 11 improved in 16 areas, stayed the same in one, and decreased in ten. Of the ten areas showing decreases, eight declined three points or less, and two declined seven or more points. These results demonstrate that we are on the right path toward achievement growth, but we still have work to do.

Our student population and diversity presents opportunities as well as challenges. We must work together to prepare all students for a future of jobs that may not yet exist and using technologies that haven't been invented, in order to solve problems we may not even yet know about. The mission of Colorado Springs School District 11 is to provide excellent, distinctive educational experiences that equip students for success today and in the future, and our vision is to prepare students for a world yet to be imagined. Our district is utilizing its strengths to get the work done and done right, by providing top quality instruction.

As superintendent, I pledge to do everything I can to give students in D11 what they need to graduate ready for college, career, and life in our rapidly evolving global economy. I invite you to join me in this work during the coming year of growth, improvement, and change.

For additional information, please see the District Business Plan at the following link:
<http://www.d11.org/BusinessPlan/Pages/default.aspx>

Dr. Nicholas Gledich
Colorado Springs School District 11 Superintendent

Accreditation



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Accreditation

In 2012, Colorado was one of the few states to earn waivers from the federal No Child Left Behind Law thus allowing the state to unify the existing state and federal accountability systems into one. The impact of the Elementary and Secondary Education Act (ESEA) flexibility waiver to the requirements as specified in the Colorado's Educational Accountability Act remained largely unchanged with some small changes.

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELAPro) score history, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. For CELAPro, students classified as English learners are expected to reach the next level of proficiency in either 1 or 2 years (depending upon the proficiency target).

Academic Growth Gaps: The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English learners, and students needing to catch up.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT composite scores.

“*Accreditation*” signifies certification by the State Board of Education that school districts and the State Charter School Institute meet the requirements of state law. Accreditation in Colorado is a two part process where the state accredits the district and the district accredits its schools. Schools that meet the state’s minimum expectations are assigned a status of Performance or Improvement, and a status of Priority Improvement or Turnaround for schools that did not meet the state’s minimal expectations. For the school year 2011-12, 88 percent of the D11 schools received a rating of Performance or Improvement, a 5 percent improvement from the previous school year. At the district level, 14 percent of the schools received a status of Accredited with Distinction, a 100 percent increase from the previous year.

In D11 we use the Colorado Department of Education’s (CDE) school performance frameworks (SPF) as the basis for the accreditation of our

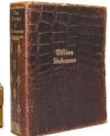
schools. The D11 framework for traditional schools consists of the following performance measures: academic achievement, academic growth gaps, and academic growth. Traditional schools are assessed in Transitional Colorado Assessment Program (TCAP) for elementary/ middle schools and TCAP, graduation rates, dropout rates, and the Colorado American College Testing (ACT) Composite Score for high schools. Similarly, the D11 framework for Alternative Education Campuses (AEC) consists of the following weighted measures: achievement, academic growth, postsecondary and workforce readiness, and student engagement. The difference between the traditional school and AEC framework takes into consideration the purposes of the AECs and the unique circumstances of the challenges posed by the students enrolled at those campuses.

Click on the following links for accreditation statuses and school accreditation rules:

<http://www.d11.org/edss/Pages/Accreditation.aspx>

<http://www.schoolview.org/performance.asp>

Title I, Supplemental Educational Services (SES) and School Choice



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Title I Schools

While the ESEA flexibility waiver replaced the previous Title I Accountability measure, Adequate Yearly Progress (AYP), with Colorado's District Performance Frameworks (DPF), Title I still ensures that all children have a fair, equal, and significant opportunity to a quality education and reaching, at minimum, a level of proficiency on state academic assessments. D11 has 16 Title I schools

Title I is a federally funded program providing supplemental services to schools with high concentrations of poverty. Title I funds aim to bridge the gap between students of poverty their wealthier peers. While the objective of these supplemental funds is to increase the academic proficiency in reading and math for at-risk students, schools choosing to run school wide programs may use federal dollars for any student in that school. As such, school wide Title I schools may use these funds to provide additional services such as: extended day programs, before or after school tutoring programs, summer interventions, increased professional development for staff members, and the acquisition of supplies and materials that would otherwise be unavailable.

Title I schools receiving a performance rating of Priority Improvement or Turnaround are required to offer Title I Public School Choice in the year after identification. Title I Public School Choice is an option available to parents that allows them to send their student to a higher performing school with transportation provided by Title I. Schools that remain identified as Priority Improvement or Turnaround in the subsequent year(s) are required to offer Supplemental Education Services (SES), which is outside-the-school-day tutoring from a state-approved vendor. Parents can choose to participate in either Title I Public School Choice or SES, not both. Schools must be identified with a performance rating of Improvement or Performance for two consecutive years to stop offering Choice and SES.



For the 2011-2012 school year, Monroe Elementary, Rogers Elementary and Swigert Aerospace Academy Middle School offered Title I Public School Choice. Rogers and Monroe also offered Supplemental Educational Services.

Click on the following link for additional information on Title I schools, school improvement, and school choice:

<http://www.d11.org/Title1/Pages/default.aspx>

The Colorado Growth Model and the Transitional Colorado Assessment Program (TCAP)



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One Accountability System: The Colorado Growth Model

School year 2012 brought about change in D11, as Colorado was one of the few states to earn waivers from the federal No Child Left Behind Law, thus allowing the state to unify the existing state and federal accountability systems into one. This single accountability system is the Colorado Growth Model. As such, the federal Adequate Yearly Progress (AYP) accountability system is no longer used in the state of Colorado. The impact of this waiver to the requirements as specified in the Colorado's Educational Accountability Act remained largely unchanged, with some small changes. The Colorado Growth Model is both a statistical model used to calculate each student's progress on state assessments and a tool for displaying student, school, and district results to educators and to the public. The Colorado Growth Model is considered a very important part of the accountability system of schools and districts across the state.

Critical to the state's reform agenda, Colorado is moving to implement a new assessment to be fully fielded in the spring of 2014 with testing in reading, writing, mathematics, science, and social studies. Phase I of the transition occurred in 2011-2012 with the TCAP assessment. It represented an overlap between the old Colorado Model Standards and the new Colorado Academic Standards. TCAP will continue to assess the same content areas and grades as in the old Colorado Student Assessment Program (CSAP).

Click on the following link for school performance framework plan types assigned:

<http://www.d11.org/edss/Pages/Accreditation.aspx>

Click on the following link to view district and school performance framework reporting:

<http://www.schoolview.org/performance.asp>

Click on the following link to view district and school growth model data:

<http://www.schoolview.org/ColoradoGrowthModel.asp>

Transitional Colorado Student Assessment Program (TCAP)

For school year 2011-2012, CDE replaced the CSAP with the TCAP. The purpose of TCAP is to measure student progress in meeting the Colorado Model Content Standards in the content areas of math, reading, and writing in grades 3 through 10, and science in grades 5, 8, and 10. For school year 2011-2012, D11 administered 55,981 tests to 16,627 students in grades 3 – 10.

As an overview of D11 scores, the District improved in 16 grade level content areas. Our biggest success story came in elementary math. D11 improved in all tested areas in grades 3, 4, and 5, and demonstrated a larger gain in elementary math than the state level. These were very exciting results, and we were further encouraged by ST Math, a supplemental program implemented in school year 2010-1011. ST Math, also known as JiJi, helps students master their basic math skills, building on that foundation.

The Transitional Colorado Assessment Program (TCAP)



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Taking a closer look at reading, elementary school reading decreased by one percent in grade 3 and increased in grades 4 and 5. Our gains were similar to the state and equal to state averages in grade 4 and 5. In middle school, reading showed gains in grades 6 and 7, while grade 8 remained stable. The trend was positive in middle school reading overall and the District's performance was similar to the state. In high school, reading in grades 9 and 10 increased, with a positive trend overall and similar to the state.

In math, once again, elementary school performance improved in all grades levels and surpassed the state

TCAP 2012 Math Scores			
Grade Level	2010-2011 %PA	2011-2012 %PA	Change
3 D11	70	74	4
3 State	70	71	1
4 D11	70	73	3
4 State	71	71	0
5 D11	65	66	1
5 State	66	64	-2
6 D11	60	57	-3
6 State	63	61	-2
7 D11	46	49	3
7 State	53	53	0
8 D11	48	46	-2
8 State	51	52	1
9 D11	35	33	-2
9 State	38	37	-1
10 D11	27	29	2
10 State	32	33	1

scores in grades 3, 4, and 5. In middle school, performance increased in grade 7 and decreased in grades 6 and 8. In the coming year, high school math is another area in which our Curriculum and Instruction Department

will work on implementing action plans to improve performance.

In writing, elementary school performance in grade 3 improved, while grades 4 and 5 decreased. Elementary school writing performance was within one percentage point of the state's performance. In middle school, performance increased in grade 7 and decreased in

TCAP 2012 Reading Scores			
Grade Level	2010-2011 %PA	2011-2012 %PA	Change
3 D11	74	73	-1
3 State	73	74	1
4 D11	65	67	2
4 State	65	67	2
5 D11	67	69	2
5 State	69	69	0

6 D11	69	71	2
6 State	71	73	2
7 D11	65	67	2
7 State	67	68	1
8 D11	66	66	0
8 State	67	67	0

9 D11	63	64	1
9 State	66	67	1
10 D11	61	66	5
10 State	65	68	3

performance increased in grade 7 and decreased in grades 6 and 8. In the latter, an action plan was immediately put in place by our Curriculum and Instruction department to sharpen our focus on middle school math. In high school, performance increased in grade 10 and decreased in

TCAP 2012 Writing Scores			
Grade Level	2010-2011 %PA	2011-2012 %PA	Change
3 D11	50	53	3
3 State	51	52	1
4 D11	55	48	-7
4 State	56	49	-7
5 D11	58	57	-1
5 State	60	58	-2

6 D11	60	51	-9
6 State	62	56	-6
7 D11	54	57	3
7 State	59	62	3
8 D11	52	51	-1
8 State	54	55	1

9 D11	49	47	-2
9 State	53	51	-2
10 D11	41	44	3
10 State	47	48	1

The Transitional Colorado Assessment Program (TCAP)



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grades 6 and 8. High school writing saw an increased performance in grade 10 and a decrease in grade 9. Middle and high school writing is a focus point for improvement in the coming year.

TCAP 2012 Science Scores			
Grade Level	2010-2011 %PA	2011-2012 %PA	Change
5 D11	42	44	2
5 State	47	49	2
8 D11	46	44	-2
8 State	49	49	0
10 D11	40	45	5
10 State	47	49	2

In science, elementary school science improved by 2 percentage points. While the state's grade 8 performance remained stable, D11's middle school science declined by 2 percentage points. In high school, there was a significant gain of 5 percentage points in science.

While there was plenty to celebrate in school year 2011-2012, we also have a lot of work to do. Keep in mind that the TCAP assessment is only one of many measures we use to determine our student's growth. Please know that TCAP scores for individual students are not a full measure of their knowledge and ability, on part because the test is not a precise instruction to measure the individual student's grasp of knowledge and skills. The state recognizes that scores from one year may not be definitive measures of school or district performances.

TCAP results are also reported as performance indicators in the district performance framework (DPF) and the school performance framework (SPF). For school year 2011-2012, the District's TCAP composite score was 68 percent, a 1.8 percent improvement from the previous year and just shy of the state average of 69.32 percent.

Click on the following links to view D11 performance framework reports, school improvement plans, and additional information about the district:

<http://www.schoolview.org/performance.asp>

https://edx.cde.state.co.us/SchoolView/DataCenter/reports.aspx?_afrWindowMode=0&_afrLoop=776313295168041&_adf.ctrl-state=ln58gpsqs_4



Colorado ACT (COACT)



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ACT College Entrance Examination

The 11th grade ACT, most commonly known as the Colorado ACT (COACT), is administered once in April and again in May to all of our high school juniors (11th grade). The COACT assesses a student educational development and ability to complete college level work. Furthermore, this assessment is equivalent to all other ACT assessments administered throughout the country. The ACT consists of tests in English, math, reading, and science. Each test is scored on a scale of 1-36. A student's composite score is the average of the four scores.

Another point of focus in the coming year is the development of a framework to determine measures and targets for getting student's college and workforce ready. On the college readiness forefront, we look at the students' COACT scores to reflect on the level of educational achievement at the end of their 11th grade. Among all assessment tools used in our district, a key usefulness of the ACT comes into play when we compare the students' ACT test scores to the ACT benchmarks that tells us, with some degree of research-based accuracy, which students are more likely to be successful in college beyond their first year so that we can better prepared students for postsecondary education. Other performance assessments, programs, and/or performance indicators used in this process include ACCUPLACER, Alternative Cooperative Education (ACE), Career and Technology Education (CTE), concurrent college enrollment, Advanced Placement (AP), and International Baccalaureate (IB) completion.

Click on the following link to the COACT 2008-2012 results:

<http://www.d11.org/edss/Pages/Reports.aspx>



For school year 2011-2012, Mitchell High School had the largest increase in COACT scores out of all the high schools in the front range.

Advanced Placement and Concurrent Enrollment



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Advanced Placement and International Baccalaureate Diploma (IB) Courses and Exams

The advanced placement programs extend high school students the opportunity to do college-level work, commensurate with their abilities and simultaneously earn advanced placement and/or college credit.

While Coronado High School students remain the largest group participating in the CU Succeed and Gold Program, which provides select introductory college courses with opportunity to earn college credit from the University of

Advanced Placement Exams and CU Gold Credits					
School	Number of Courses	Number of Students	Number of Exams	Number of Exams Scored at 3+	Percent Scoring 3+
Coronado *	16	105	212	158	75%
Doherty**	20	270	447	301	67%
Mitchell***	10	181	83	26	31%
Palmer	12	197	284	137	48%
Wasson	10	41	62	23	37%
Total	68	794	1088	645	59%
*307 CU Gold enrollments representing 954 semester hours of credit, 2011-2012.					
**22 CU Gold enrollments representing 8 semester hours of credit, 2011-2012.					
***30 CU Gold enrollments representing 129 semester hours of credit, 2011-2012.					

Colorado at Colorado Springs and Colorado University at Denver's College of Liberal Arts and Sciences, College of Arts and Media, and College of Engineering and Applied Science, all schools may participate in CU Succeed or CU Gold enrollment. Mitchell and Doherty high school student begin participating this year. D11 also saw an increase of 58.48 percent in AP and concurrent enrollment across all schools, as compared to the previous year. This is another focus area that will be closely monitored and reported in our Business Plan, Goal 1 in greater detail as it will expand the data collection to include other college readiness programs such as Bridges-Accent, Area Vocational Program (AVP), articulation for advanced credit transfer, and concurrent enrollment at local colleges.



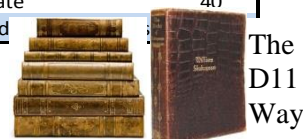
Palmer High School's IB Diploma Program for high school juniors and seniors offers a rigorous pre-university curriculum that gives students a competitive advantage in college admissions. Palmer IB students are exposed to interdisciplinary thinking and the commitment, organization, and initiative it takes to maintain a substantial academic workload.

The benefits

of both the advanced placement and the IB programs extend opportunity in (1) convenience—courses offered at the high school and during the regular school day, (2) earning college credit, (3) increasing college options, (4) preparing students for rigors of college-level work, and (5) reducing college tuition (i.e., earned credits, less remedial courses, graduating earlier).

Palmer High School IB Exam Results	
Descriptives	
Number of IB Diploma Courses	17
Number of Students	94
Number of Exams	355
Diploma Pass Rate	73%
Statistics	
Number of candidates registered in the session	94
Number of diploma and retake candidates registered in the session	42
Number of subject entries in the session	355
Number of candidates who passed the diploma	30
Average points obtained by candidates who passed the diploma	30
Highest diploma points awarded to a candidate	40

Staff Qualifications



Staff Qualifications

At D11, we continue to attract, develop, and retain diverse, highly qualified, and motivated staff committed to increasing student achievement and preparing students for a world yet to be imagined.

Our D11 Human Resources Department supports the District's mission by being a strategic partner and leader to make Colorado Springs School District 11 the first choice and premier educational employer in El Paso County. We strive to recruit a highly-qualified and diverse workforce who will increase student achievement. We also extend customer service in a collaborative, transparent, and ethical manner to ensure our valued workforce learn and grow in District 11.



As of the fall of 2011, D11 principals, on average, have 4.99 years of teaching experience and 10.84 years of education experience, of which 91.4 percent hold a masters degree or higher. D11 teachers have an average of 10.17 years teaching experience and 10.35 years of education experience, with 54.1 percent holding a masters degree or higher.

Click on the following link to view the District's Human Resources Goals:

<http://www.d11.org/HR/Pages/home.aspx>

Click on the following link to view the District's staff salaries and level of experience:

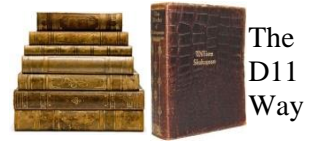
<http://www.cde.state.co.us/cdereval/rv2011StaffDataLinks.htm>

Click on the following link to view highly qualified teacher data at the District, and school level: <http://www.cde.state.co.us/FedPrograms/dper/hqtdata.asp>

Click on the following link to access additional data posted in the school view data center:

<http://www.schoolview.org/performance.asp>

Attendance

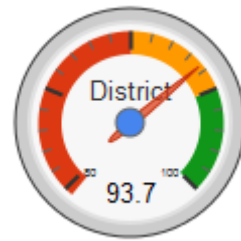


Attendance

D11 believes that regular attendance promotes the education development and social competence necessary for adulthood preparedness. We also believe absenteeism that leads to truancy can affect academic achievement, delinquent activity, social isolation, expulsion, and/or, eventually, dropping out of school. As a preventative measure against those behaviors and as a proactive measure for re-engaging students in the learning process, D11 has set in place a rigorous attendance goal (95% daily attendance throughout our schools) that will be monitored by the District's Business Plan, Goal 1 (students attend school regularly). Additionally, the District will debut, in the coming year, a daily attendance meter that will allow the D11 community to view the average daily attendance for all schools across the school district.

In January, this attendance meter will be posted to the District's homepage at www.d11.org. Furthermore, in the spring, this initiative will be enhanced to provide additional real-time attendance information where users can link to attendance data by school type, school, and grade level. Additional links will provide users helpful information, resources associated to the Colorado Compulsory Attendance Law, and district policies/procedures. The immediate objective is to monitor progress toward achieving our goal, while increasing student daily attendance.

Attendance Meter



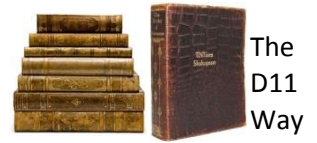
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Click on the following link to view district and school truancy rates:
http://www.cde.state.co.us/index_stats.htm

Click on the following link to view district homepage:
<http://www.d11.org/Pages/default.aspx>

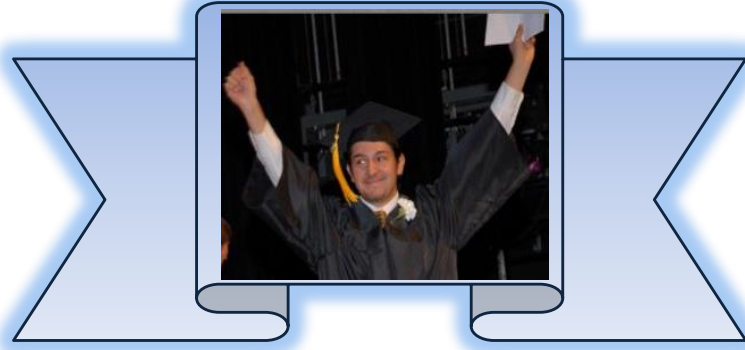


Graduation and Discipline



Graduation, Completer, and Dropout Rates

Consistent with CDE's suggested improvements to all districts across the state D11 have prevention, intervention, re-engagement programs, and strategies to improve graduation rates. In the latter, these strategies also include early intervention to strengthen the students' transition from middle to high school. The D11 goal is to jointly engage with our students to recognize and reduced the negative influence that may impede a student's ability to graduate on time.



For the school year 2010-2011, D11's graduation was 64.8 percent, completer rate 68.8 percent, and dropout rate 3.0 percent. For the same year, the state graduation rate was 73.9 percent, completer rate 76.8 percent, and dropout rate 3.0 percent.

Here, D11 also showed improvement in school year 2011-2012. D11's graduation rate was 67.0 percent or a 2.2 percent gain, and 71.1 percent, a 2.3 percent gain, in our completer rate while our dropout rate remained constant at 3.0 percent. For that same year, the state graduation rate was 75.4 percent, completer rate 78.2 percent, and dropout rate 2.9 percent.

Click on the following link to view district and school graduation and completer rates:
<http://www.cde.state.co.us/cdereval/gradcurrent.htm>

Click on the following link to view district and school dropout rates:
<http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>

Student Discipline

The D11 goal is to always provide a safe school environment that is conducive to learning, personal growth, and the overall success of all students. We also believed that decreasing the need for disciplinary actions can best be achieved when expectations and consequences are clear and consistently enforced. In 2012, a new Student Conduct, Discipline, and Attendance Handbook was created to provide all district stakeholders a clear and concise cross reference to all of the policies and procedures in the main Student Conduct, Discipline, and Attendance Code.

Click on the following link to view district student discipline (suspension and expulsion) rates:
<http://www.cde.state.co.us/cdereval/suspend-expelcurrent.htm>

Click on the following link to view the D11 student discipline handbook:
<http://www.d11.org/StudentServices/StudentDiscipline/Pages/Attendance.aspx>