What? A Demographers Study was conducted by Western Demographics to study five-year enrollment forecast and post-covid strategies. The demographic study is conducted to better understand school planning and think through the lens of “How might we serve more students in D11?” and operationalize the AMP to provide choices that families are selecting.

- Completion of the pathways in the AMP is central to continuing to support enrollment with clear communication and access to information about the K-12 opportunities.
- Districts all over the West lost about 3% of their enrollment due to the pandemic. Millennials and Gen Z young adults have fewer children, and birth rates are declining.
- In order to avoid falling below 20,000 students (headcount) in K-12 enrollment by the 2026-27 school year, enrollment retention and recovery strategies are necessary.

Enrollment Retention / Recovery Strategies

D11 - Early Childhood Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>District</th>
<th>Students</th>
<th>Percent</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D11</td>
<td>800</td>
<td>12.5%</td>
<td>+5.0%</td>
</tr>
<tr>
<td>2</td>
<td>District 1</td>
<td>700</td>
<td>11.2%</td>
<td>+4.5%</td>
</tr>
<tr>
<td>3</td>
<td>District 2</td>
<td>600</td>
<td>9.8%</td>
<td>+3.5%</td>
</tr>
</tbody>
</table>

If the district were to match Westminster and Mapleton SD’s 7% of total enrollment in preschool, 1,521 students would be served. The district would have the fifth largest program and 551 additional students would result.

Five-year Strategic Retention Goals

<table>
<thead>
<tr>
<th>Retention Strategy</th>
<th>Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways</td>
<td>800</td>
</tr>
<tr>
<td>K-12 Matriculation</td>
<td>500</td>
</tr>
<tr>
<td>Preschool</td>
<td>551</td>
</tr>
<tr>
<td>Charter Expansion</td>
<td>900</td>
</tr>
<tr>
<td>Online Expansion</td>
<td>200</td>
</tr>
<tr>
<td>Home School Augmentation</td>
<td>35</td>
</tr>
<tr>
<td>High Quality Renovations</td>
<td>300</td>
</tr>
<tr>
<td>Fast-track Facelifts</td>
<td>300</td>
</tr>
<tr>
<td>Icon Information Links</td>
<td>114</td>
</tr>
<tr>
<td><strong>Total Potential Retention</strong></td>
<td><strong>3700</strong></td>
</tr>
</tbody>
</table>
**What?** The Board discussed upcoming Town Hall Meetings for the Academic Support Plan, which is more than just a plan about buildings. This is an opportunity for D11 to think about how the building portfolio can support the long-term academic and programmatic vision of the district while aligning the portfolio with the enrollment and demographic needs.

Please join the upcoming meetings to inform next steps:

### TOWN HALL MEETINGS

Your input is valuable! Please join in one or all of the discussions about the vision of D11 Facilities. We will be discussing how to align our educational spaces and sites with our academic needs.

- May 15th, 5:30 – 7:00 PM, Mann Middle School
- May 16th, 4:00 PM – 5:30 PM, West Middle School
- May 17th, 5:00 PM – 6:30 PM, Adams Elementary School (with Spanish Translation)
- May 18th, 5:30 PM – 7:30 PM, VIRTUAL LINK

Before the meetings, we would like you to complete a survey [here](#) to share your thoughts on principles and values that will help shape this work.

**Process**

![Process Diagram]

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**Developing a sound long-range Academic Support Plan (ASP) requires a deep understanding of the D11 school communities, academic goals, properties, demographic trends and a shared vision of the priorities, and objectives.**

This initiative is more than just a plan about buildings. This is an opportunity for D11 to think about how the building portfolio can support the long-term academic and programmatic vision of the district while aligning the portfolio with the enrollment and demographic needs.

Generating and implementing an extensive Academic Support Plan first requires complete buy-in and an understanding of the goals from all internal stakeholders. With all of the moving parts and different interest areas, having a shared vision and goal is critical. One of the first steps will be to set up a series of workshops with D11 leadership and key stakeholders to understand the priorities, objectives, opportunities, and limitations. A key output from the internal engagement sessions will be a draft overarching vision statement and a set of guiding principles. Developing an agreed upon vision and guiding principles will help guide and ground future planning, prioritization, and implementation. Our team will keep these guiding principles draft and we will refine them as we engage with external stakeholders.

Based on the preliminary conversations with D11 leadership, our team will develop a comprehensive work plan and schedule to meet the deadlines expressed in the RFQ. Both internal and external engagement will play a critical role in the development of the Academic Support Plan. Led by our project manager, our team will have consistent engagement with D11 staff through open and transparent bi-weekly meetings. These meetings will allow us to share updates on progress, identify challenges, and brainstorm on strategy.

Throughout the project, our project team will remain in lockstep with D11 staff and produce high quality and professional deliverables. Our project manager will be assigned with at least 50% of their time dedicated to this project and we are committed to meeting all intermediate and final deliverables.
**What?** The Board discussed graduation requirements as high school students find their excellence through experience. The conversation focused around credit requirements, ICAP and the student experience. The proposed changes encourage students to make active choices in their education by selecting courses that encourage them to pursue interests and experiences that are personally meaningful. **Next Steps:** Bring department heads in to do a couple of case studies in math and science to showcase how relevancy is bringing growth and support to our students.

Yellow indicates changes that would be made in the proposed graduation credits moving from 46 credits to 50 credits.
What? The end of the year STAR assessment data report was presented, as it was in the K-12 principals meeting and in Central Huddle. We saw growth in places that we invested in, and have some areas for continued growth. Coherence and alignment have been a focus in order to support students in Best First Instruction. A couple of slides are pulled forward below. To see the full update of slides, click here.

**ELEMENTARY PERFORMANCE TAKE-AWAYS**

District Elementary School Math Growth Outperforms Peer Schools Nationwide

Overall district elementary schools showed strong improvement by increasing the number of students scoring “On Track” in Math by 7% and ELA by 6%.

Grade 3 reduced the number of students scoring “Well Below Benchmark” (red) by 10% fall to spring in ELA.

Buena Vista, Chipeta, Rudy, Scott, Steele, and Stratton all moved at least 50% of their students into the “Meets or Exceeds” grade level expectations in ELA.

19 schools are growing faster than peer schools across the nation.

**MIDDLE SCHOOL PERFORMANCE TAKE-AWAYS**

4 of 10 Middle Schools Met or Exceeded Expected Growth in ELA and Tesla Middle Exceeded in both

All district middle schools increased the number of students Meeting or Exceeding grade level expectations by 2% to 6% in Math and ELA

All district middle schools decreased the number of students performing Below or Well Below grade level expectations by 2% to 6% in Math

Tesla (65 Math, 50 ELA), Holmes (52 ELA), North (55 ELA), West (50 ELA) met or exceeded expected growth.

**HIGH SCHOOL PERFORMANCE TAKE-AWAYS**

District High Schools Post Strong Growth in ELA and Math

Coronado (58 ELA, 49 Math), Doherty (56 ELA, 53 Math), Odyssey (51 ELA and Math), Palmer (58 ELA, 50 Math)

Minority students met Expected Growth in ELA (51)

Shrank the number of students performing Below and Well Below grade level by 7% in Math

**Percentage of Students Who Meet Grade-Level Expectations Remains a Concern**

20% of district high school students are performing at grade-level expectations in Math

35% of district high school students are performing at grade-level expectations in ELA

57% of minority students are performing Below or Well Below in Math and 56% Below or Well Below in ELA