Colorado Springs School District 11

Colorado Springs School District 11 (D11) is an urban school district in Colorado that worked with PowerSchool to build custom configurations and integrated dashboards demonstrating that a strong partnership and clear vision can lead to a flexible solution that fits a district's unique requirements.

Location	Colorado
Setting	Urban
Students Served	~22,000
Schools	57 schools, including 8 high schools
Key Demographics	44% White, 36% Hispanic/Latinx
Tech Infrastructure	Advanced: Needs integrated platforms with specialized technical architecture
Implementation	Partnership: Developed alongside external partners
Scalability	District-level: Scalable across multiple schools within a district

Student Success Vision

D11's approach to data collection and analysis is rooted in an intentional and strategic approach which gives significant autonomy to schools while maintaining district goals for student success. The district's Future Ready division works closely with other district teams, like the On-Track to Graduate and Education Insights teams, to maintain an early warning system and identify students in need of interventions. Those district teams provide high-quality data to their school counterparts to support student success work, which is driven by school-designed solutions.

Pain Points

Before implementing their DLI, D11 experienced challenges with **Fragmented Data Systems** and **System Customization**.

Fragmented Data Systems: Despite procuring most data tracking tools from a single vendor, Powerschool SIS, there was limited data interoperability.

- PowerSchool did not provide a one-stop shop where they could access all the data required for informed decision making, particularly the ability to pull together a comprehensive story for any individual student.
- The need to pull data from multiple sources proved to be time-consuming and pulled too much on educator capacity.

System Customization: Limitations in the SIS meant that data could not be organized in ways that fit into district processes.

- The SIS had strict rules for labeling and thresholds that could not accommodate district criteria for students in need of support.
- Without the flexibility to set its own standards, D11 could not send the most actionable data to the schools.

District-Led Innovation

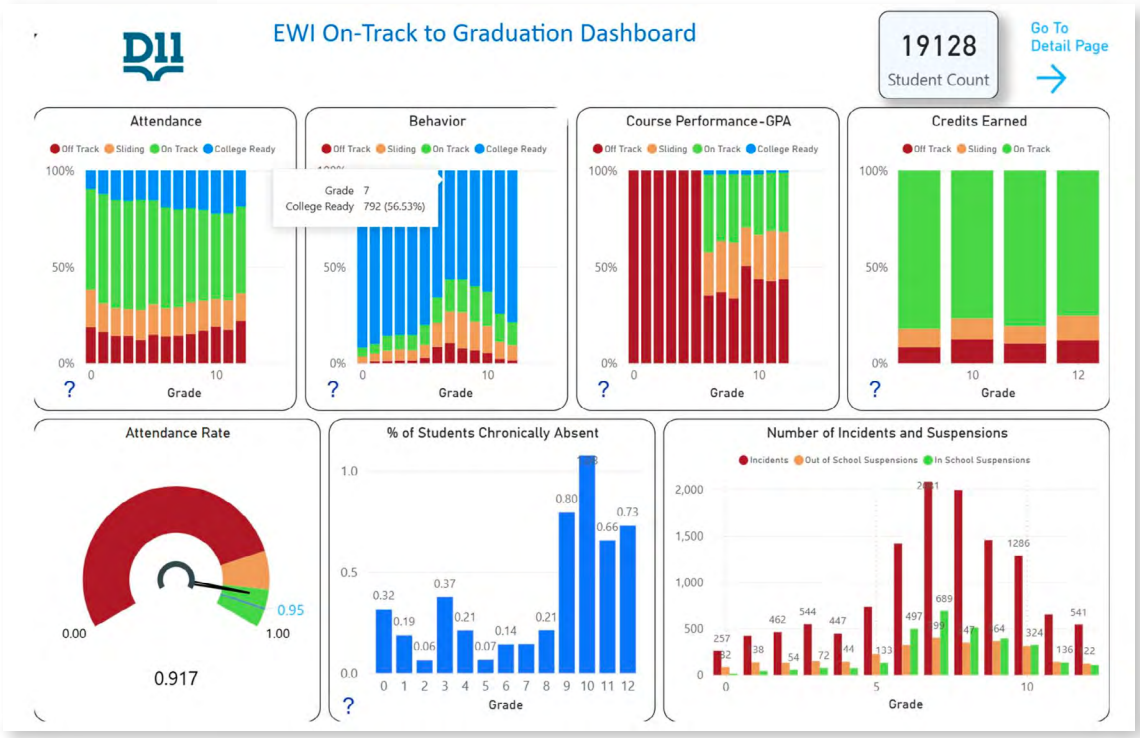
D11 developed custom EWIS (Early Warning Indicator System) dashboards by working with their internal IT capacity in collaboration with PowerSchool. Now, their On-Track to Graduate (OTG) dashboard uses PowerBI to more easily visualize on-track measures based on their preferred criteria.

These tailored dashboards pull together all the data needed to understand a student's experience in the district, including these factors:

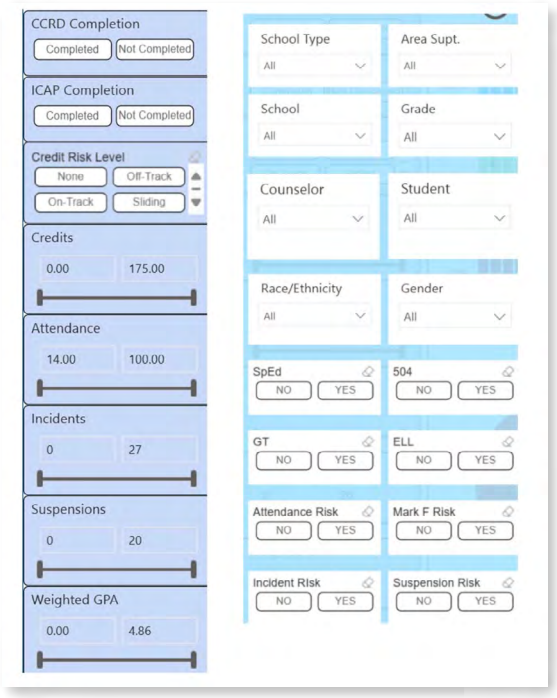
- Attendance—focusing on chronic absenteeism and daily attendance
- Behavior—referrals, incidents, and removal from classroom or school
- Course performance—measured by GPA and credit progress
- Additional data is used to determine other interventions (e.g., MTSS, 504, IEP)

EWIS/Graduation On-Track Summary Page

This main page provides EWI and risk-level summary data for the district, school, or a selected group. The dashboard and reports are interactive with cross-filtering and drill-through capabilities. Filtering persists when moving to the EWIS/Graduation On-Track Detail Page.



Available Filters

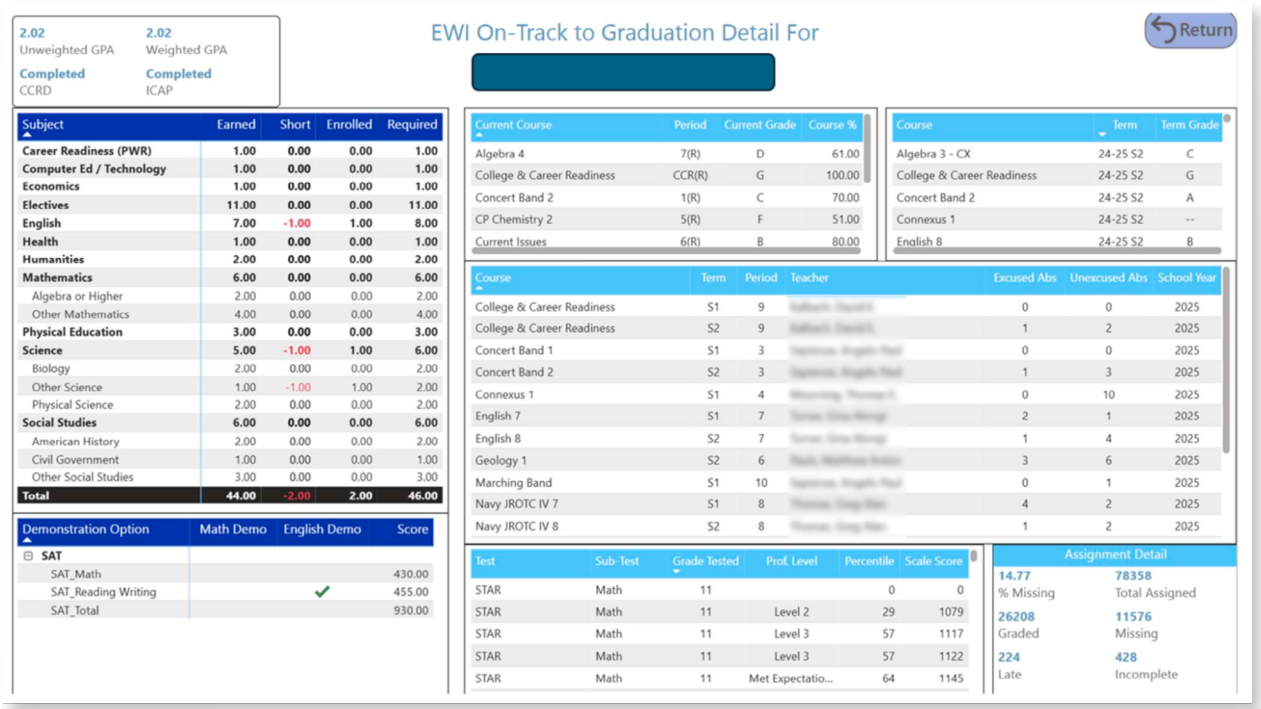


EWIS/Graduation On-Track Detail Page

This view provides detail on the student group selected on the main page. Users can filter, sort, and export tabular information. Users can select a student to access additional detail by clicking "Drill Through to ABC and Grad Detail."

ABC and Grad Detail Page

This view provides additional detail for a selected student including detailed attendance, behavior (incidents), grade (including history), and graduation progress.



Risk Levels/Rubrics

Attendance Risk Levels

Based on Average Daily Attendance for Current Year

College Ready	Greater than 97% attendance rate
On Track	Greater than 90% attendance rate
Sliding (Opportunity)	Missing more than 17 days of school or Less than 90% attendance rate
Off Track	Less than 80% attendance rate or more than 2 absences/month

Behavior Risk Levels

Based on Number of Incidents and Suspensions for Current Year

College Ready	0 incidents / 0 suspensions
On Track	1 Incident
Sliding (Opportunity)	2 or more incidents
Off Track	1 or more suspensions

Course Performance GPA Risk Levels

Based on GPA and Core Course (Math/ELA) Course Performance

College Ready	GPA 3.0 or above and B Average on core courses
On Track	GPA of 3.0 or above
Sliding (Opportunity)	GPA 2.0 - 3.0
Off Track	GPA < 2.0 or 2 or more F's in core courses

Graduation Credit Status Based Upon Credits Completed at the End of Each Term at Each Grade Level

Grade, Semester (End)	Off Track	Sliding	On Track
Grade 9, Semester 1	0-1.999	2-5.999	6 or higher
Grade 9, Semester 2	0-7.999	8-11.999	12 or higher
Grade 10, Semester 1	0-13.999	14-17.999	18 or higher
Grade 10, Semester 2	0-19.999	20-23.999	24 or higher
Grade 11, Semester 1	0-25.999	26-29.999	30 or higher
Grade 11, Semester 2	0-31.999	32-35.999	36 or higher
Grade 12, Semester 1	0-37.999	38-41.999	42 or higher
Grade 12, Semester 2	0-41.999	42-45.999	46 or higher

Attendance Code	Description	Counts As Chronic	Attendance Code	Description	Counts As Chronic
•	Present	No	O	Office	No
A	Absent (Unexcused)	Yes	P	Prearranged	Yes
B	Work Study	No	Q	Went Home III	Yes
C	Counselor/Social Worker	No	R	Runaway	Yes
D	Enrolled in Special Program	No	S	Suspension	Yes
E	Excused Absence	Yes	T	Tardy (Unexcused)	No
F	Field Trip	No	V	Early Completion	No
G	Early Release/Parent	Yes	W	Weather	Yes
H	Timeout to Home	Yes	X	Excused Tardy	No
I	In School Suspension	No	Y	In a Facility	No
J	Truancy Court	Yes	Z	Detention Center	No
K	Classroom Suspension	No	1	Work Release Permit	No
L	Tutored District	No	4	Infectious Disease	Yes
M	SPED ONLY in school no IEP Svcs	No	6	State or District Testing	No
N	Nurse	No	9	Temporary Remote	No

Students are counted as chronically absent if (*Days Absent*)/(*Days Scheduled*) × 100% ≥ 10%

EWI Detail Key

✕ Missing/Not Met/ Unsatisfactory

! Alert/Partially Met/ Approaching

✓ Sufficient/Met/ Satisfactory

Absence Alert	More that 2 absences/month Missing more than 17 days of school for the full year
Suspension Alert	1 or more suspensions and/or mild sustained behavior infractions
Incident Alert	2 or more incidents in the year
Mark F Alert	2 or more Fs in a Math or English course

The D11 team determined criteria for identifying students who would benefit from additional supports, and their custom dashboard allows them to see students fitting that criteria at a glance.

They took a research-informed approach to establishing intervention thresholds, aligning risk levels with research from student success experts at Johns Hopkins University, the Carnegie Foundation for the Advancement of Teaching, and others. This evidence-based foundation led to the development of specific cutoff triggers for risk levels including "Off Track," "Sliding," "On Track," and "College Ready" for certain measures. This approach ensures that interventions are triggered at points validated by educational research, increasing the likelihood of meaningful support for students.

Impact on Practice

Consolidation of Data

- Staff can now develop a holistic picture of any student with a few clicks rather than spending time compiling data from multiple systems, enabling faster and more comprehensive support decisions.
- The ability to drill down to the student level without running multiple reports allows the team to more easily operationalize the conceptual ideas in the MTSS framework.

> *"The connection between what is happening in the big picture to what I need to do in my classroom tomorrow, that through line is there. And that's really the whole goal of MTSS: how do you very quickly zoom out what's happening school-wide, even district-wide, to zoom in, who needs my help tomorrow, and what does that help look like?"*
> *—Sarah Wilson, On Track to Graduate Facilitator, Colorado D11*

School-Based Solutions, Powered by District Data Systems

- Because they prioritized EWI dashboards that provide data to schools, who own intervention decision-making authority, D11 was able to contribute to student success while keeping school-level autonomy.
- Student data across D11 is housed in the same system, but school leaders are restricted to viewing only the data that pertains to their building.

Context-Driven Decision Making

- By creating a system that can respond to district-set criteria, rather than relying on generic vendor-provided cutoffs and thresholds, D11 can more effectively target students in need of support.
- A unified data system allows for apples-to-apples comparisons for student data, which the team has found particularly powerful for middle to high school transition. Being

able to compare eighth grade to ninth grade data in the same system allows for more targeted interventions right when students need the support.

Building Data Literacy through Collaborative Learning

- D11 held site-based training sessions on OTG dashboard where school staff could access their student success PowerBI supports, ask follow-up questions, and provide immediate feedback.
- They also hosted cross-school "data dig" sessions where staff from multiple sites were tasked with using the dashboards to answer specific questions about student performance.
- Monthly Community of Practice meetings, led by student success leads and MTSS team, leverage structured data analysis protocols to bypass assumptions to get to true insights and actionable decision making.

Key Insights

Critical Success Factors

- Strong IT capacity, along with deep partnerships with vendors, enabled development of bespoke systems that target the specific needs of the district.
- School-district feedback loops allowed the district to identify issues with data fragmentation and develop a solution that provided the greatest impact for decision-makers in schools.
- D11 maintains ongoing evaluation of their dashboard effectiveness through regular Community of Practice discussions, focusing on how schools are using PowerBI and other data systems like Panorama to drive student success. D11 also hopes to develop more granular metrics to better understand how staff engage with data tools and the resulting impact on student outcomes. This commitment to measuring and improving the system ensures that the district's data infrastructure will continue to evolve to meet educator and student needs.

Recommendations for Other Districts

- Procuring tools from a single vendor does not necessarily mean those tools will be well integrated. Ask questions about how interoperable tools are as part of the procurement process.

> *"The data itself is fairly easy to get at. What is more important is getting the data in front of the right people and getting it so they can look at it on a consistent basis"*
> *—Kirk Fuss, Programmer II*

- SISs come with preset parameters; if your district requires flexibility in determining its own parameters, it may require a custom solution.
- A strong centralized IT in a district can benefit autonomous schools if effective collaboration structures are in place.
- Hosting cross-functional team meetings and PD sessions empowers decision-making from all perspectives.

Thank you to the following team members for their exceptional commitment to student success and willingness to share their innovative data practices:

- Gregory Ecks, Director of Data Science
- Kirkland Fuss, Programmer II
- Thomas Hunt, Senior Executive Director
- Valerie Scates, Executive Director, Future Ready
- Jennifer Schulte, Student Engagement Facilitator
- Sarah Wilson, On Track to Graduate Facilitator

To explore the complete stories, implementation insights, and lessons learned from other innovative schools and districts, check out the full District-Led Innovation Showcase report.

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Washington, D.C.:
1001 Connecticut Ave. NW, Suite 935
Washington, D.C. 20036
Website: https://digitalpromise.org/

Redwood City, CA:
702 Marshall St., Suite 340
Redwood City, CA 94063