

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**  
Dr. Michael J. Thomas, Superintendent  
Phoebe Bailey, Assistant Superintendent-Personnel Support Services

**School Accountability (SAC) Training Agenda**

**September 24, 2020**

**Via WebEx**

**6:00pm – 8:00pm**

[trudy.tool@cssd11.webex.com](mailto:trudy.tool@cssd11.webex.com)

- |               |   |
|---------------|---|
| 6:00 – 6:05pm | <b>Welcome and Introductions</b><br>Velvet Stepanek – DAC Chairperson   |
| 6:05 – 6:45pm | <b>Dr. Michael J. Thomas – Superintendent –</b><br>Return to Learn – D11 Vision and Response to Challenges  |
| 6:45 – 7:25pm | <b>Cory Notestine – Executive Director, Student Success &amp; Wellness</b><br>Social Emotional Learning (SEL)- Challenges/Resources in era of Remote Learning, plus Guidance to Schools on COVID 19 |
| 7:25 – 7:55pm | <b>Dr. David Khaliqi – Executive Director, Educational Data and Support Services (EDSS)</b><br>Unified School Improvement Plans (USIPs) 101 – Vision, Goals and Progress Monitoring for 2020-2021   |
| 7:55 – 8:00pm | <b>Closing Remarks</b><br>Lyman Kaiser, Chair – Training & SAC Support Subcommittee   |



# Data Available from the District 11 Benchmark Assessment

Director of Assessment, Eric Mason, Ph.D.

Using results from the Galileo K12 Universal Screener



# Difference between Universal Screener and Aligned (Custom) District Benchmarks

- Galileo K12 calls our ADBs a Custom Built Assessment (CBA)
- The ADB (CBA) is based on a standard district pacing guide provided by the Curriculum and Instruction Department.
- With use of the pacing guide in question for 20-21 due to the non-normal academic instruction in 19-20 and the lack for baseline data, EDSS recommended a suspension of the ADB for 20-21.
- Instead, in order to produce reliable and valid data for predictions for the state test, D11 will use the Universal Screener for the District Benchmark.
- The Universal Screener is built according to the state test blueprint (excluding constructed response and writing) using between 40-50 items covering a wide range of standards on each test.
- Tests for elementary level range are scheduled for 60 min. Secondary tests are scheduled for 90 minutes. Time on task will vary by student.



# The Galileo K12 Universal Screener/Comprehensive Pre-Built Benchmark

- Educators administer benchmark assessments to screen students for instructional placement at the beginning, middle, and end of each school year. This allows teachers to evaluate students three times a year.
- Galileo Universal Screener Benchmark Assessments are available for K–12 English language arts, mathematics (+ Algebra 1, Geometry, Algebra 2) aligned to CMAS performance levels, science (aligned to NGSS standards), and college prep. aligned to SAT/PSAT performance Levels.
- The Universal Screener test blueprints will be available in the coming weeks and items will be available for analysis by educators in the first week of the benchmark.
- Test windows will occur from August 24-October 2 depending on grade level



# Viewing Results

There are 10 helpful ways to look at student results in Galileo K12. All can be viewed by at various levels of aggregation from individual student to district

- **Item Results** – The results of individual items
- **Standard Results** – The results aggregated by related standard
- **Standard Strand Results** – The results aggregated by related standard strand
- **Raw Scores** – The number marked correctly vs the number marked incorrectly for the entire item set
- **Scale Scores** – Results as placed on a scale range using item response theory
- **Percentiles** – each of the 100 equal groups into which a population can be divided according to the distribution of values of the test z-score
- **Benchmark Performance Levels** – IRT analyzed ranges of performance using the CMAS or PSAT/SAT performance levels
- **Student Academic Growth** – An analysis of scale score growth between two tests as compared to expected growth of a normed result
- **Risk Level Reports** – An aggregation of multiple test results to determine risk of falling below state grade level standards
- **Instructional Support Report** – an aggregation of multiple test results to determine areas of instructional need for groups of students based on state standards



# Item/State Standard and Strand Results

<div> <div>✓ Student took test.</div> <div>— Student did not take test.</div> <div>E Exceeds. (80.00 %)</div> <div>M Meets. (60.00 %)</div> <div>A Approaches. (40.00 %)</div> <div>FB Falls Below. (0.00 %)</div> <div>More than 75% of students mastered standard</div> <div>50% - 75% of students mastered standard</div> <div>25% - 50% of students mastered standard</div> <div>Less than 25% of students mastered standard</div> </div>	Item count	Number of Students Meeting Standard	Martinez Elementary School_ALL_4: QY							
				Ad	Ba	Ba	Be	Bla	Bo	Br
2019-20 CSSD11 ELA 04 ADB 3			✓	✓	✓	✓	✓	✓	✓	✓
CC-RL.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3	29	63.04%	0/3	3/3	1/3	1/3	2/3	2/3	0/3
CC-RL.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1	21	45.65%	0/1	0/1	0/1	0/1	1/1	1/1	0/1
CC-RL.4.5 Craft and Structure: Explain major differences between poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	2	28	60.87%	2/2	1/2	1/2	2/2	2/2	2/2	0/2
CC-RL.4.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	3	28	60.87%	1/3	3/3	3/3	1/3	3/3	3/3	0/3
CC-RL.4.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4	26	56.52%	3/6	6/6	4/6	1/6	4/6	6/6	2/6
CC-RI.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing	3	35	76.09%	1/3	3/3	3/3	3/3	3/3	2/3	0/3



# Numerous views of these measures

## Martinez Elementary School\_ALL\_4: QY

Test: 2019-20 CSSD11 Math 04 ADB 2

Total Students: 47

1) CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

Percentile Rank	A	✓ B	C	D	Not Answered
80 - 100	4.26%	12.77%	4.26%	---	---
60 - 79	6.38%	2.13%	8.51%	2.13%	---
40 - 59	4.26%	10.64%	8.51%	2.13%	---
20 - 39	2.13%	6.38%	8.51%	2.13%	---
0 - 19	4.26%	2.13%	4.26%	4.26%	---
Total	21.29%	34.05%	34.05%	10.65%	0.00%

2) CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

Percentile Rank	✓ A	B	C	D	Not Answered
80 - 100	21.28%	---	---	---	---
60 - 79	14.89%	4.26%	---	---	---
40 - 59	17.02%	4.26%	4.26%	---	---
20 - 39	14.89%	---	4.26%	---	---
0 - 19	6.38%	6.38%	2.13%	---	---
Total	74.46%	14.90%	10.65%	0.00%	0.00%

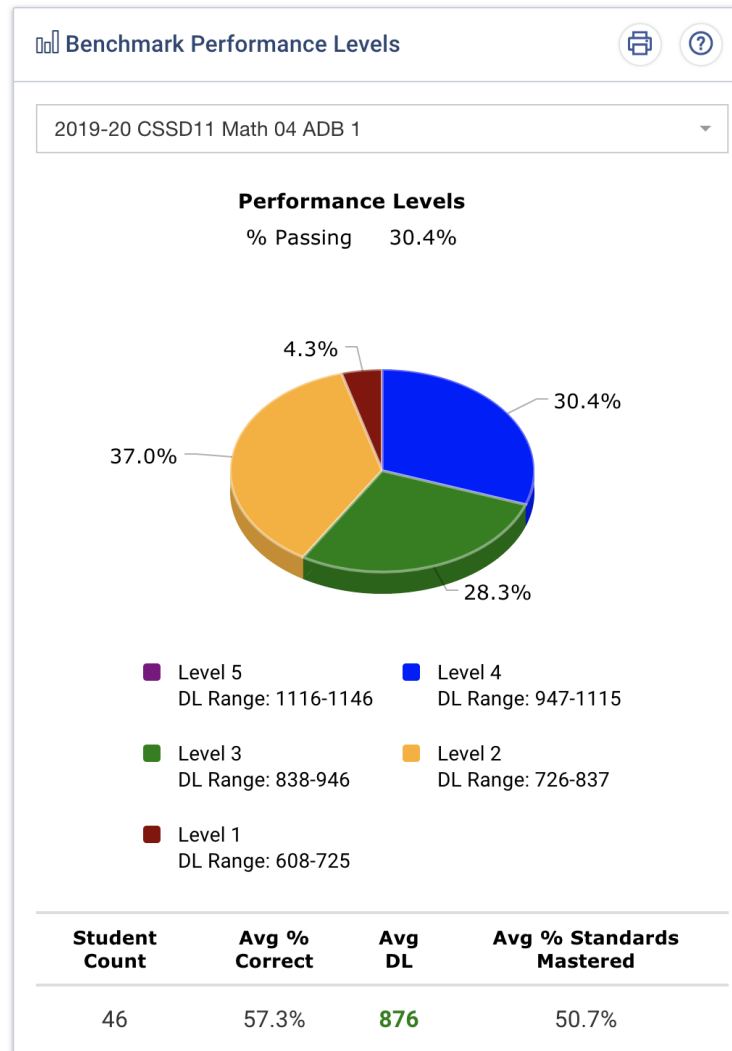
3) CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

Percentile Rank	A	B	✓ C	D	Not Answered
80 - 100	---	---	21.28%	---	---
60 - 79	---	---	17.02%	2.13%	---
40 - 59	---	6.38%	10.64%	8.51%	---
20 - 39	4.26%	2.13%	6.38%	6.38%	---
0 - 19	2.13%	6.38%	2.13%	4.26%	---
Total	6.39%	14.89%	57.45%	21.28%	0.00%

4) CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].



# Scale Scores, Benchmark Performance Levels, and Percentiles







# Scale Scores, Benchmark Performance Levels, and Percentiles

Select a class.

Select a subject.

SchoolMartinez Elementary School

ClassMartinez Elementary School\_ALL 4: QY

Library\*2019-21 CO Springs Assessment Planner AC

SubjectCC-M04: Math 04 Gr.

Reports

Test Grid

Click checkboxes below to include or exclude tests

☒Test1

☒Test2

☒Test3

Refresh

Class Development Profile Grid

Click links below to view student achievement by standard.

Test 1

Test 2

Test 3

Detailed Item Analysis

Click links below to view student achievement by test item.

Test 1

Test 2

Test 3

Risk Level

Click links below to view student's overall risk level for not meeting the standards as measured by the state test.

High Risk

Moderate Risk

Low Risk

On Course (minimal risk)

29

4

6

8

Show Student Name

Show Student ID

Show Both

Benchmark Summary

Print Benchmark Summary

Students	2019-20 CSSD11 Math 04 ADB 1 Possible Scores: 608 to 1146 Avg DL: 876 L5: 1116 L4: 947 L3: 838 L2: 726	2019-20 CSSD11 Math 04 ADB 2 Possible Scores: 615 to 1204 Avg DL: 895 L5: 1172 L4: 985 L3: 875 L2: 749	2019-20 CSSD11 Math 04 ADB 3 Possible Scores: 649 to 1188 Avg DL: 868 L5: 1141 L4: 951 L3: 840 L2: 755	Risk Assessment
	824 (L2)	861 (L2)	853 (L3)	High Risk
	768 (L2)	778 (L2)	826 (L2)	High Risk
	892 (L3)	970 (L3)	951 (L4)	Moderate Risk
	754 (L2)	720 (L1)	840 (L3)	High Risk
	865 (L3)	942 (L3)	891 (L3)	High Risk
	976 (L4)	985 (L4)	1030 (L4)	On Course (minimal risk)
	811 (L2)	734 (L1)	769 (L2)	High Risk
	---	---	---	---



# Student Growth and Achievement



**Student Growth and Achievement**

4th 2019-20 CSSD11 Math 04 ADB 1  
Math 2019-20 CSSD11 Math 04 ADB 3

Expected Growth Not Maintained  
(change is statistically significant)

Growth Expectation: Research-based Growth Standard  
Average Growth: -9

CHART STUDENTS

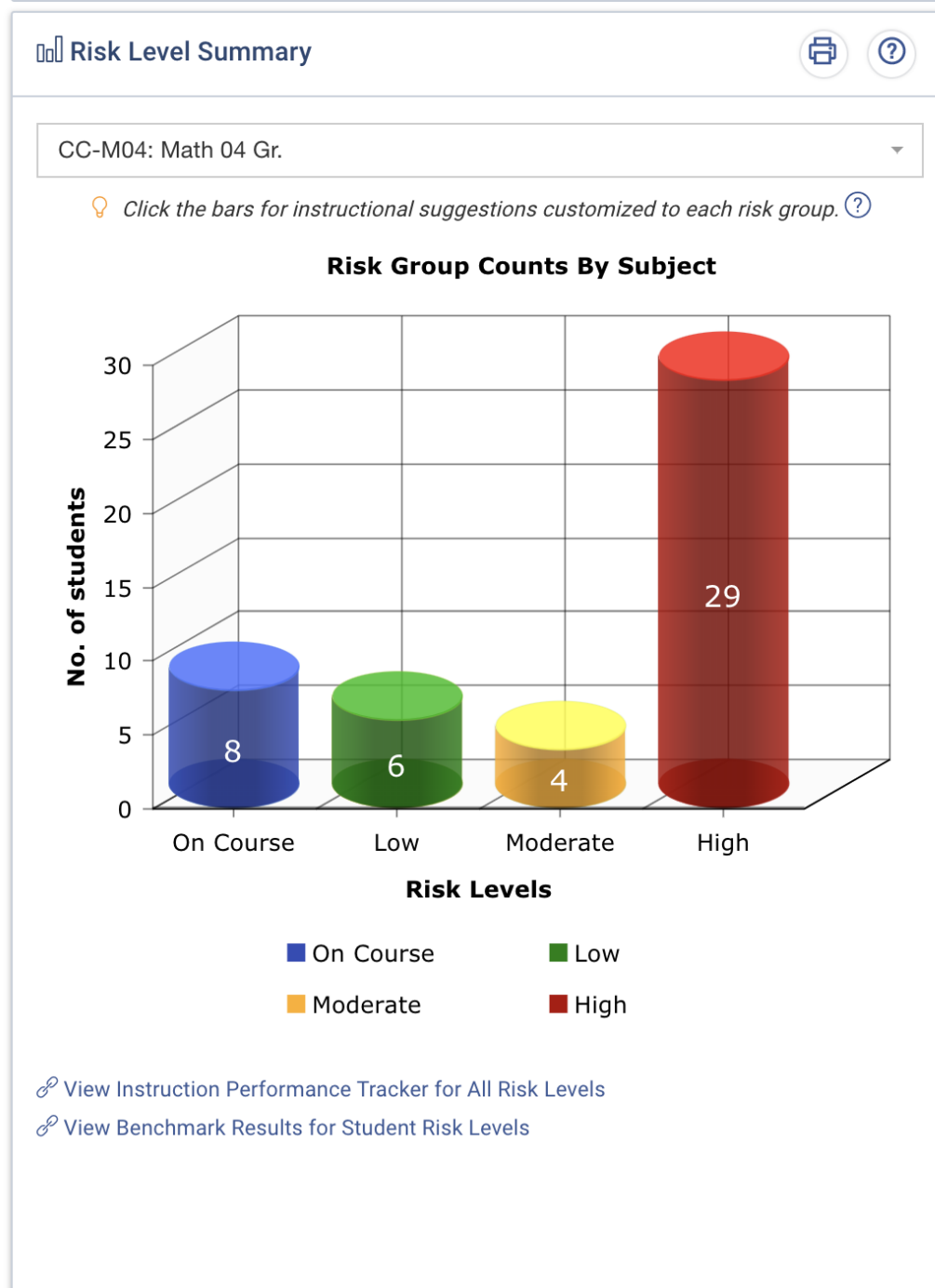
All Students

Create Intervention Group

Student ID	Name	Growth	End Test DL Score	Growth and Achievement
4		70	1062	✓✓
4		29	755	✓✗
4		-66	812	✗✗
4		-64	963	✗✓
4		-42	741	✗✗
4		-26	826	✗✗
4		141	826	✓✗
4		-56	741	✗✗
4		-44	903	✗✗
4		-83	741	✗✗
4		-13	798	✗✗



# Risk Levels





# Instructional Support

On Test #	# of Items	Steps to Standards Mastery	Mastery Probability	Avg % of Total Points	
<b>Step 1: Keep Students ★ On Course (minimal risk) - continue teaching to further reduce risk</b>			<a href="#">ASSIGNMENTS</a>		<input type="checkbox"/>
3	3	CC-4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. - Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. For example, express $3/10$ as $30/100$ , and add $3/10 + 4/100 = 34/100$ . [From the cluster: Understand decimal notation for fractions, and compare decimal fractions].	29.67%	21.28%	<input type="checkbox"/>
3	2	CC-4.NF.4b Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .) [From the cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers].	40.54%	44.68%	<input type="checkbox"/>
1, 2	6	CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].	43.70%	29.86%	<input type="checkbox"/>



# Individual student report available for parents and students

Selected Tests		Score	Percentage
Test 1:	2019-20 CSSD11 Math 04 ADB 2	29/38	76.32%
Standards	Status	Percentage Correct	
<b>CC-4.OA OPERATIONS AND ALGEBRAIC THINKING</b>			
CC-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [From the cluster: Use the four operations with whole numbers to solve problems].	1	Meets	63%
<b>CC-4.NBT NUMBER AND OPERATIONS IN BASE TEN - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO WHOLE NUMBERS LESS THAN OR EQUAL TO 1,000,000.</b>			
CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].	1	Falls Below	33%
CC-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. [From the cluster: Generalize place value understanding for multi-digit whole numbers].	1	Meets	60%
CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].	1	Exceeds	86%
CC-4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. [From the cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic].	1	Exceeds	80%



# Questions?

# Improvement Planning During the Accountability Pause: Overview

## 2020-21 SCHOOL YEAR

### Overview

This document provides high level considerations for districts and schools in navigating the 2020-2021 Unified Improvement Plans (UIPs) amidst recent disruptions due to COVID-19. With an eye toward supporting schools and districts to make continued progress towards identified goals, the department has identified a series of special flexibilities and guidance during these unusual times. More detailed guidance will be provided in September.

### Timelines

In anticipation of the potential UIP timeline shifts (i.e., October due data for public posting beginning in 2021-22), **the department is offering flexibility on the annual 2020-2021 UIP to plan for one school year, rather than two years.** This is also an acknowledgement of the challenge of long-term planning under current circumstances. *Note: if a school or district plans to exercise biennial flexibility in the 2021-2022 school year, the 2020-2021 UIP must still encompass two years.*

The remainder of this document is organized according to the Online UIP System, beginning with Section III: Data Narrative. Any mention of Online UIP System components will be italicized.

### Section III: Data Narrative

#### Brief Description

- Use this section to acknowledge the current realities, including any adaptations or changes due to the pandemic.
- Consider linking to existing resources (e.g., remote learning plans, schedules, notices to families).

#### Prior Year Targets

- Reflect on prior year strategies and targets as possible without existing data (e.g. local assessment, non-assessment student data).

#### Current Performance

- School and district's 2019 performance framework plan types and federal identifications will be rolled over to the 2020-2021 school year. Plans should acknowledge the 2019 identification and meet relevant requirements (e.g., additional requirements for schools on Priority Improvement, Turnaround or On Watch, ESSA Comprehensive Support).

### Key Areas of Flexibility for 2020-21 UIP

- Annual UIP may span one school year (2020-2021) rather than two school years (2020-2021 and 2021-2022).
- UIP may identify as few as one priority performance challenge (PPC), including non-academic areas. However, at least one PPC must focus on student academic performance.
- Action Steps and Implementation Benchmarks may be more general to allow flexibility of implementation in remote, hybrid and/or in-person learning.



### ***Trend Analysis***

- If three years of consecutive data is not available, describe trends with as much historical data as possible (e.g., trends using 2017-18 and 2018-19 data).
- Consider including more recent local data (if available) that provides a description of current performance to guide modifications from the previous plan. If recent performance data is not available, provide a statement to explain the situation. If it makes sense, it is acceptable to leave in the previous year's data analysis for reference.

### ***Priority Performance Challenges***

- 2020-21 UIPs may identify as few as one priority performance challenge, including non-academic challenges (e.g., student engagement). However, at least one PPC must focus on student academic performance.

### ***Root Causes***

- While COVID has imposed disruptions, remember that root causes (1) are adult actions, (2) are under the control of the school, and (3) address the priority performance challenge(s).
  - Non-example: "Coaching stopped because of COVID."
  - Example: "Coaching in Spring 2020 was deprioritized in order to increase staff capacity to focus on student engagement in a remote learning setting and to meet the needs of families."

## ***Section IV: Action Plans***

### ***Major Improvement Strategies***

- Consider major improvement strategies that address the root cause(s) identified and are feasible for the current context. Schools and districts may decide to scale back to just a couple of major improvement strategies to focus limited resources.
- Review the newly released strategy guides to ensure a research base and a comprehensive approach to implementation.

### ***Planning Form (includes Implementation Benchmarks and Action Steps)***

- Because the method of instruction may change over the course of the year, consider planning for actions and benchmarks that would be possible during remote learning, hybrid learning and in-person learning. These UIP elements may be more general than in a normal year to be adaptable to those different circumstances.

### ***Target Setting***

- Consider using local data to set interim measures. Data that includes leading indicators (e.g., attendance, measure of engagement) may give better indications if efforts are having the intended impact.
- Target setting on summative measures (e.g., CMAS) may be difficult because of the suspension of the state assessment in spring 2020. While schools and districts are still expected to provide targets in the plan, they may need to remain unchanged from the previous year.

## ***Upcoming Resources***

- Look for new resources on the UIP General Resources webpage: <http://www.cde.state.co.us/uiip/resources>, including a companion to this resource that will provide more in-depth guidance on planning in 2020-21.

### **UIP Timeline for 2020-2021 and beyond**

- Flexibility for public posting in spring 2020 was offered in spring 2020. If a 2019-2020 UIP was not submitted for public posting, the 2020-2021 UIP is due by October 15<sup>th</sup>, 2020. Updated submission deadlines will be available in Section I of the UIP.
- Proposed permanent submission deadline shift starting in 2021-2022: public posting and review for all plans on October 15, beginning in 2021. Additional information here: <http://www.cde.state.co.us/uiip/timeline-shift>



## **Parent Support Video for Remote Testing**

A parent support video for remote testing can be found on the YouTube link below:

<https://www.youtube.com/watch?v=qGX56cxhh00>