**School Accountability (SAC) Training Agenda**
**September 26, 2019**
**Tesla Professional Development Center**
**6:00pm – 8:00pm**
**Room 116/129**

| | |
|---|---|
| 6:00 – 6:10pm (room 116/129) | **Welcome and Introductions** Velvet Stepanek – DAC Chairperson |
| 6:10 – 6:20pm (room 116/129) | **Dr. Michael Thomas – Superintendent –** **Video** – Welcome, SAC Roles, Strategic Plan/Priorities |

6:20 – 6:35pm    **Testimonials –**
- **Buena Vista ES–** Creating a Successful SAC
- **Jack Swigert Aerospace Academy** – Moving from Priority Improvement to Performance
- **Edison ES** – Maintaining Academic Growth
(room 116/129)

6:35 – 6:40pm    **Glenn Gustafson** – Budgetary Update

6:40 – 6:45pm    Move to Break-out Sessions

Session 1:    6:45 – 7:30pm
1. **SAC 101** –Velvet Stepanek  (room 110)
2. **How Does School Performance Framework (SPF) Drive Your USIP?** – Dr. Ed Plute (room 111)
3. **Family Learning Institute** – Families as Partners – Promoting Schools– Devra Ashby (room 112)

7:30 – 7:35pm    Move Back to Room 116/129

7:35 – 7:55pm    SAC Break-out Conversations

7:55 – 8:00pm    **Conclusion - room 116**

- Evaluation of Training  (leave on table at door)
- Door Prize

# JSAA Talking Points for Growth

1. DDI implementation and PD
    a. Critique and Align Formative Assessments to Standards and CMAS Rigor
    b. Align Lesson plans to address pre-determined misconceptions and gaps
    c. Weekly Data Day
        i. Weekly Formative Assessment Expectation
        ii. Analysis of student work HML
        iii. ID Misconceptions and Gaps
        iv. Build the reteach plan and reassess
    d. Quarter 2 Playbook PD schedule to refine processes
    e. Aggressive Monitoring PD and Implementation
    f. Quarterly Data Digs on ANet (ADBs) and readdress misconceptions and gaps
2. Observations and Feedback
    a. Phased observation tool – GBF rubric + JSAA needs
    b. See Observation board
    c. 8 observations per teacher per semester with feedback meetings
        i. Helped ID teachers in need of additional support
    d. Action Step Tracker
        i. Post observation bite sized actions steps given and tracked per teacher
        ii. Post conference to collaboratively ID the action step and implementation schedule/next observation
3. Formal Lesson plan expectations and rollout
    a. Staff developed non-negotiables for a good lesson
    b. Department specific lesson plan templates
4. School Culture
    a. Academic Culture
    b. Data discussions with STUDENTS – Thank you Kilroy for the recommendation
    c. Admin mentor groups for low growth and low achievement students
    d. ANet testing environment to practice CMAS grouping and revise as needed 3 times before the big CMAS day
    e. Class competitions around ABCs – Ice cream and pizza parties for the grade level winners
    f. Motivational strategies implemented students to show up for CMAS
5. Refined system for student talks – EWI worksheet

# Colorado Springs School District 11
# Strategic Plan

## Core Values / Our shared beliefs describe who we are as a community.

We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

## Mission / Our purpose - or what we want our students to leave us with.

We dare to empower the whole student to profoundly impact our world.

## Mission Impacts / How we will know we are moving toward our mission.

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

## Vision / What our future will look like.

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

## Strategies / The most critical work needed to move toward our mission.

In pursuit of our mission and mission impacts:

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

## Strategic Delimiters / Things that have tripped us up in the past - and we commit not to do going forward.

We will not:

- Allow past practices to create barriers to new and innovative ideas.
- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

The District Accountability Committee Celebrates the School Year 2018-2019 Achievements on the Colorado Measures of Academic Success

COLORADO SPRINGS SCHOOLS

D11

Several individual D11 schools are to be recognized for a job well done on student growth and/or the School Performance Framework

Schools attaining a Growth Rate > 50% for all grade levels, and for all sub-categories of students for the 18-19 school year in both ELA and Math

o Buena Vista Elementary School

o Edison Elementary School

o Jackson Elementary School

o Penrose Elementary School

o Scott Elementary School

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Sustained Student growth >50% All grades and all sub-categories in ELA and Math

o Scott Elementary School: For the 3rd consecutive year!

o Penrose Elementary School: For the 2nd consecutive year!

## Increase in School Performance Framework Points

- o Buena Vista ES  +20.0
- o Jack Swigert MS +19.3
- o Keller ES +18.4
- o Jenkins MS +16.5

Great job!

## Kudos to the D11 Schools who Earned a Performance with Distinction Rating (School Framework Performance ≥80%)

- o Chipeta Elementary School – 84.6%
- o Columbia Elementary School – 82.5%
- o Buena Vista Elementary School – 82.5%
- o Bristol Elementary School – 81.8%
- o Penrose Elementary School – 80.4%
- o Edison Elementary School – 80.1%

# Training for Effective SACs

**School Accountability Committee Training Night**
September 26, 2019
Velvet Stepanek
Chair, District Accountability Committee

**How can I effectively contribute to my school by being a member of my School Accountability Committee (SAC)?**

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# Training for Effective SACs

**Why a School Accountability Committee (SAC)?**

❖ SACs are one point of volunteerism in a school

❖ SACs are required by state law and D11 policy

❖ State law and D11 policy state:
  ▪ The composition of the SACs
  ▪ The duties and responsibilities of the SACs

❖ SACs are different from PTAs and PTOs but can share common members, meetings

4

## Training for Effective SACs

**Who serves on a SAC?**

❖ The SAC is composed of parents, principal, staff, community members

❖ Although SACs are required by law, the SACs are composed of a team of volunteers

❖ Membership is defined by state law, Colorado Department of Education (CDE) rules/regulations, D11 policy

❖ Emphasis is placed on having the majority of the SAC members as parents

## Training for Effective SACs

**What is a parent?**

❖ From Policy AE:

❖ "A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father."

## Training for Effective SACs

### Best Practices

❖ Emphasis on parent participation, involvement

❖ Non-parents, per the definition, can still serve on a SAC

❖ Do the best you can with respect to recruitment, length of service (two years), overlap of service

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## Training for Effective SACs

I ❤ MEETINGS

### How does a SAC operate?

❖ The SAC chair is a parent, elected from the SAC membership

❖ The SAC chair presides over all meetings

❖ The SAC chair, together with the principal, drafts an agenda for each SAC meeting

❖ SACs must meet at least quarterly, but typically meet monthly during the school year

❖ Take minutes as a note of record; have the minutes available for the public; post on the school's website

## Training for Effective SACs

**What does a SAC do?**
**Roles and Responsibilities**
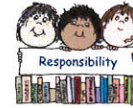
- ❖ SAC roles and responsibilities are defined by state law and D11 policies(See D11 SAC Handbook 2019)
- ❖ Fosters communication between principal and parents, community members concerning the school
- ❖ SACs serve in an advisory role to the principal:
  - ▪ Spending prioritizations
  - ▪ Student achievement
  - ▪ Learning Environment
- ❖ USIP=Unified School Improvement Plan
  - ▪ Important part of Accountability
  - ▪ Addresses strengths and weaknesses
  - ▪ SAC roadmap to success

## Training for Effective SACs

**What does a SAC do?**
**Sample SAC Agenda**
**(See Agenda Planning Guide in Handbook)**

- ❖ Principal's report
- ❖ Good things at the school
- ❖ Current Issues
- ❖ New district policies and/or policy updates that may affect the school
- ❖ Status of the USIP
- ❖ Fulfill SAC responsibilities with respect to student achievement (USIP), prioritization of expenditures, parental engagement

9/24/2019

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## Training for Effective SACs

**What does a SAC do?**
**Discussion Questions**

Key questions to ask:

❖ How are the students doing with respect to:
  ▪ Safety and the Learning Environment
  ▪ Academic achievement

❖ How do you know?

❖ How does the budget support all of the above?

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## Training for Effective SACs

**What does a SAC do?**
**Student Achievement**

How are the students in my school doing with respect to student achievement?

❖ Standardized test scores are one way to provide information to answer this question.
❖ Colorado Measures of Academic Success (CMAS) consists of:
  ▪ Science assessments    Grades 5, 8 and 11
  ▪ Social science assessments    Grades 4 and 7
  ▪ Math and English Language Arts    Grades 3 – 8
❖ Graduation Rates and Dropout Rates
❖ CO PSAT    Grade 9,10
❖ CO SAT    Grade 11
❖ DIBELS Next    Grades K - 3

## Training for Effective SACs

**What does a SAC do?**
**Student Achievement (Cont.)**

How are the students in my school doing with respect to student achievement?

❖ Galileo K-12 is a name used for education management tools developed by Assessment Technology, Incorporated (ATI) www.ati-online.com. Used to develop the D11 Aligned District Benchmark (ADB) quarterly tests for grades 2-8

❖ Reading to Ensure Academic Development (READ Act) – 2012 - (grades K-3) – assess students with significant reading deficiencies (SRD) and provide support

❖ Dynamic Indicators of Basic Literacy Skills (DIBELS)

❖ Other Indicators?

❖ Respect Student Privacy (no individual or classroom lvl data) FERPA – Federal Educational Rights and Privacy Act

## Training for Effective SACs

**What does a SAC do?**
**Accreditation**

❖ Accreditation is governed by School Performance Framework (SPF) tied to, among other things, CMAS scores

❖ Accreditation Rating and School Plan Types:
- Performance
- Improvement
- Priority Improvement * (Additional SAC duties)
- Turnaround * (Additional SAC duties)
- Local districts may designate schools as Accredited with Distinction

❖ SAC trainings are also offered on USIPs and SPFs

## Training for Effective SACs

**What does a SAC do?**
**USIP Cycle**

❖ Accountability questions :
  ▪ How are the students doing in your school?
  ▪ How do you know?
❖ Accountability/Accreditation cyclic (yearly) improvement process is still in place
❖ The Unified School Improvement Plan (USIP) is a key part of the process
❖ Your school's USIP (first draft) was due to the district September 13, 2019

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## Training for Effective SACs

**Summary – How can I effectively contribute to my school by being a member of my SAC?**
SAC members contribute by:
❖ Being part of the communication stream (2-way; being informed, providing feedback)
❖ Acquiring knowledge, expertise in order for your SAC committee to effectively advise the principal with respect to:
  ▪ Student Achievement
  ▪ Safety and the Learning Environment
  ▪ Spending priorities
  ▪ Enhanced parental involvement
❖ Discussing:
  • How are the students doing?
  • How do you know?

# Training for Effective SACs

**Thank you for volunteering
your time and energy by serving on your
School Accountability Committee**



**Questions?**

**For future questions contact:
Trudy.Tool@d11.org**

# How Does Your School Performance Framework (SPF) Drive Your Unified School Improvement Plan (USIP)?



**School Accountability Committee Training Night**

September 26, 2019

Ed Plute
District Accountability Committee Member
Chair, DAC Achievement and Accreditation Committee

Lyman Kaiser
District Accountability Committee Member
Chair, School Accountability Training and Support Committee

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# School Accountability Committee (SAC)

Start the Conversation

- How are your students doing?
- How do you know?

Continue the Conversation

- How can student achievement improve at my school?
- How do you know you are making positive progress?

How Does Your School Performance Framework (SPF) Drive Your Unified School Improvement Plan (USIP)?

**Tonight's Topics**

- School Performance Framework (SPF) – Introduction
- School Performance Framework (SPF) – Examples
- SPF and USIP Connection
- Overview of the UIP (Unified Improvement Plan)
- School Improvement Planning Process
- Structure of the UIP State Template
- Challenges
- Key Points
- Concluding Remarks

Excellent Reference:
District Accountability Handbook, Version 8.0, August 2018
https://www.cde.co.us/accountability/district_accountability_handbook_2018_19

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## School Performance Framework - Introduction

**School Performance Frameworks are derived from:**

*Elementary and Middle School (Grades 3-8)*
❖ Academic Achievement and Growth
     Colorado Measures of Academic Success (CMAS)
     English Language Arts (ELA); Mathematics
     Science (Grades 5, 8) Achievement Only

*High Schools*
❖ Academic Achievement and Growth
     PSAT (grades 9,10) and SAT (grade 11)
     Evidenced-Based Reading and Writing; Mathematics
     Science (Grade 11) Achievement Only
❖ Postsecondary and Workforce Readiness (PSWFR)
     Graduation Rates
     Graduation Rates for historically disadvantaged student groups
     Dropout Rates
     Matriculation Rate

## Understanding School Performance Frameworks

| SPF  POINTS EARNED ARE WEIGHTED | | | |
|---|---|---|---|
| Elementary And Middle Schools | Academic Achievement 40% | Academic Growth 60% | |
| High Schools | Academic Achievement 30% | Academic Growth 30% | Postsecondary And Workforce Readiness 40% |

Elementary Schools: Achievement Grades 3, 4, 5
                    Growth Grade 3->4 , 4->5
Middle Schools: Achievement Grades 6, 7, 8
                    Growth Grade 5->6, 6->7, 7->8
High Schools: Achievement Grades 9, 10, 11
                    Growth  9->10, 10->11
                    PSWFR "all Grades"

## Understanding School Performance Frameworks

**Academic Achievement**

Scale score between 650 and 850.
Cut scores are assigned based on baseline scores.

Example for Grade 5 Mathematics

| Mean Scale Score | Level | Level |
|---|---|---|
| 650-699 | 1 | Not Met |
| 700-724 | 2 | Partially Met |
| 725-749 | 3 | Approached |
| 750-789 | 4 | Met |
| 790-850 | 5 | Exceeded |

## Understanding School Performance Frameworks

### 2019 CMAS Math District 11

■ Not Meet   ■ Partially Met   ░ Approached   ■ Met   ■ Exceeded
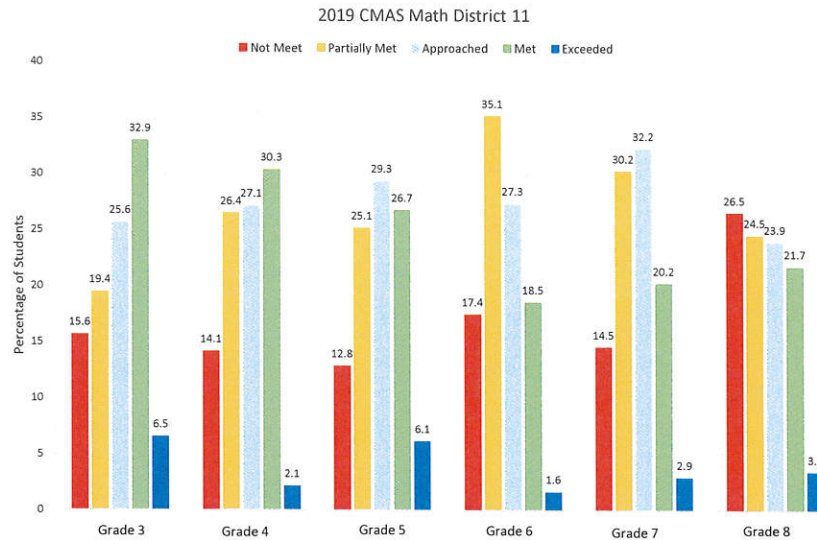


## Understanding School Performance Frameworks

### Academic Achievement

- The academic achievement indicator reflects achievement as measured by the mean scale score on Colorado's standard assessments.

- NOT a percentage of Level 4 (Meets) Level 5 (Exceeds).

- The achievement of all students will affect the mean scale score.

| Percentile | Scale Score | | Points All Students |
|---|---|---|---|
| Below 15th | | Does Not Meet | 2 |
| 15th | 719.1 | Approaching | 4 |
| 50th | 734.3 | Meets | 6 |
| 85th | 751.9 | Exceeds | 8 |

## Understanding School Performance Frameworks

**Academic Growth – Elementary and Middle Schools**

Median Growth Percentile Example

2018
CMAS
Math –
Grade 4
scale score

2019
CMAS
Math – Grade 5
scale score

| | percentile: | | School - Grade 5 |
|---|---|---|---|
| 750 | 100 | | |
| 710 | 90 | | 72 |
| 690 | 80 | | (60) |
| 670 | 70 | | 51 |
| 660 | (60) | | 45 ← Median |
| 655 | 50 | | 30 Growth |
| 640 | 40 | | 29 Percentile |
| 625 | 30 | | 10 |
| 615 | 20 | | |
| 610 | 10 | | |
| 590 | 0 | | |

650
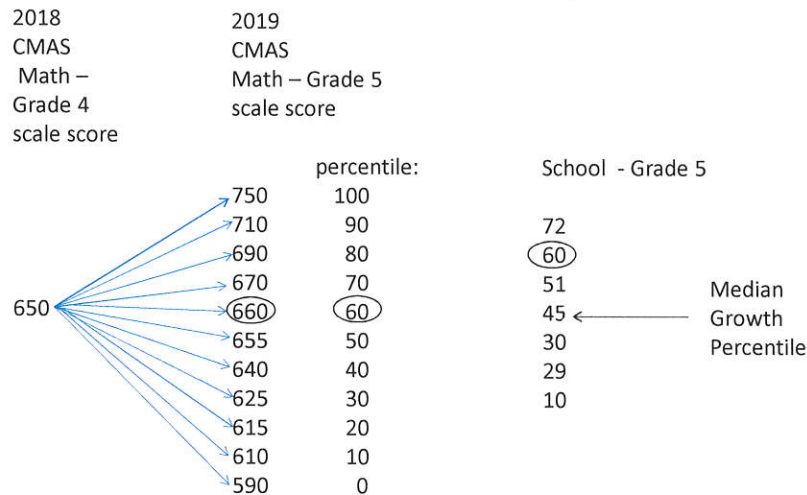
- Growth for a student is based on growth for other, comparable students
- The median growth percentile assigned is the "median"

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# Understanding School Performance Frameworks

➢ Accountability and Accreditation processes used to be two different processes.
➢ They were "Unified" into one process.

The School Performance Framework (SPF) for Accreditation
- Academic Achievement
- Academic Longitudinal Growth
- Postsecondary and Workforce Readiness (HS)

Based on Points Earned From the SPF,
Your School is assigned an Improvement Plan Type
The Unified Improvement Plan (UIP) for Accountability
- Performance
- Improvement
- Priority Improvement
- Turnaround

## Understanding School Performance Frameworks

The SPF category type is based on the number of points earned.
The District 11 Board of Education accredits schools based on the SPF category type.

**Cut Points for Plan/Category Type Assignment**

| | | |
|---|---|---|
| Total Framework Points | 80% | Accredited with Distinction and Performance Plan (D-11 only) |
| | 53.0% | Accredited with Performance Plan |
| | 42.0% | Accredited with Improvement Plan |
| | 34.0% | Accredited with Priority Improvement Plan |
| | 25.0% | Accredited with Turnaround Plan |

The category can be lowered by one level based on "Accountability Participation Rate"

## Understanding School Performance Frameworks

- There are different responsibilities and timelines associated with each plan type.

- In addition, the district (based on a set of criteria) identifies ACT schools.
ACT stands for the three areas known to have the most leverage for our schools:
- Academic systems
- Culture of Performance
- Talent Development

- Some ACT schools have an ACT plan that is more in-depth and complements the USIP.

- D11 ACT schools with current ACT plans may append the ACT plan to the USIP rather than duplicate Action Plans and Implementation Milestones.

## District Identified ACT Schools - 2019

| ACT Intensive | ACT Targeted | ACT Watch |
|---|---|---|
| **School** | **School** | **School** |
| Midland ES | McAuliffe ES | Twain ES |
| Adams ES | Henry ES | Wilson ES |
| Queen Palmer ES | Carver ES | Fremont ES |
| West ES | Monroe ES | Keller ES |
| Sabin MS | Rogers ES | North MS |
| Mitchell HS | Mann MS | Madison ES |
| Galileo MS | Martinez ES | Trailblazer ES |
| Swigert MS | | Howbert ES |

## Timelines Associated with Plan Type

| Date | Turnaround or Priority Improvement | Improvement and ACT school | All Others |
|---|---|---|---|
| May | 1 page USIP | 1 page USIP | 1 page USIP |
| Sep 13 | USIP completed | USIP completed | USIP completed |
| Sep 18 | BOE work session on USIP | | |
| Sep 30 | Admin review complete | Admin review complete | |
| Oct 9 | Public Hearing BOE action | | |
| Oct 15 | Admin review complete With Principal | Admin review complete With Principal | |
| Oct 23 | Principal review complete | | Admin review complete With Principal |
| Nov 1 | USIP reviews complete and final | | |
| Nov 15 | | Principal and admin reviews complete and final | Principal and admin reviews complete and final |

# SPF Trend Data

## Middle School SPF Total Points

■ 2016 ■ 2017 ■ 2018 ■ 2019

Galileo: 49.7, 41.6, 37.8, 38.3
Holmes: 51.0, 63.0, 64.0, 61.4
Jenkins: 64.1, 55.8, 54.7, 71.2
Mann: 55.8, 35.5, 48.6, 55.5
North: 44.5, 32.8, 59.4, 56.4
Russell: 50.8, 72.0, 60.3, 59.3
Sabin: 48.3, 33.0, 45.6, 48.0
Swigert: 51.7, 38.7, 34.1, 53.4
West MS: 60.4, 43.0, 70.1, 67.1

(y-axis: 0.0, 10.0, 20.0, 30.0, 34, 40.0, 42, 50.0, 53, 60.0, 70.0, 80.0)

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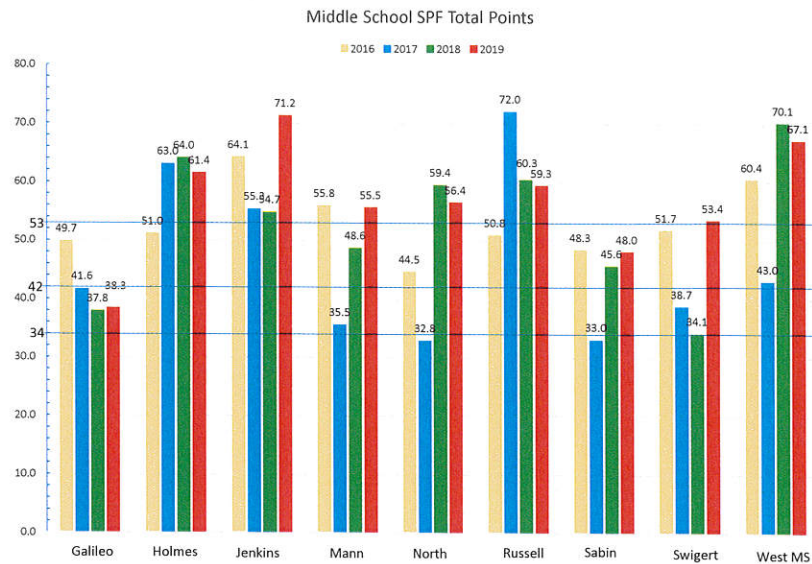
# Connect the SPF to the USIP

The School Performance Framework (SPF) dictates the Unified School Improvement Plan (USIP) type and the associated timelines.

But there is more, much more to the USIP than just the data as given in the SPF.

All aspects of the school that contribute to student achievement are considered.

For example (to name a few):
School culture
School climate
Attendance
Mobility
Discipline
Other student achievement data: READ act (elementary) ...

## The Role of the SAC and the USIP

**School Improvement Process**

1. Needs Assessment – via data, what are the strengths and weakness
   - we are here – we want to go there
2. Prioritize needs (SAC)
3. For identified, prioritized needs, what are the root causes?
4. Identify strategies to remove the root causes
5. Actions to put the strategies into place, along with a timeline
   - who will do what by when
6. Specify measures to confirm/deny if strategies (via the actions) are working
7. Monitor and evaluate strategies and actions (SAC)
   - what do the measures say, are we on the right path?
   - is the root cause being addressed?
   - will we actually get "there" ?
8. Success – how do we sustain?
   Not Success - Need to regroup – revisit strategies, actions, measures

## The Role of the SAC and the USIP

From CDE (Colorado Department of Education)

## The Big Five Guiding Questions

- The "Big Five" are five guiding questions that outline the major concepts of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan.
- Does the plan:
- Investigate the most critical performance areas and prioritize the most urgent *performance challenges*?
- Identify *root causes* that explain the magnitude of the performance challenges?
- Identify evidence-based *major improvement strategies* that have likelihood to eliminate the root causes?
- Present a well-designed *action plan* for implementing the major improvement strategies to bring about dramatic improvement?
- Include elements that effectively *monitor* the impact and *progress* of the action plan?

## The Role of the SAC and the USIP

### **Overview of UIP**

- Data narrative
- Root Causes
- Improvement Strategies
- Action Planning
- Monitor and Evaluate

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## UIP State Template - 1

A. Executive Summary
- Priority Performance Challenges (PPC)
- Root Causes
- Major Improvement Strategies (MIS)

B. Improvement Plan Information
- Additional Information, Grants, Additional School Support

C. Narrative on Data Analysis and Root Cause Identification
- Description of School Setting and Process for Data Analysis
- School Conditions Reflection (Strengths / Challenges)
  - Culture of Performance
  - Academic Systems
  - Talent Management
  - Operations
- Prior Year Targets
- Current Performance, includes trend analysis (at least 3 years)
- Additional Trend Information

## UIP State Template - 2

D.  Action Plans
- School Target Setting

For each Priority Performance Challenge (PPC):

Performance Indicator

Annual Performance Targets (This year, Next Year)

Interim Measures for This Year
- Planning Form

For each Major Improvement Strategy (MIS)

- Major Improvement Strategy (MIS) Name
- Major Improvement Strategy (MIS) Description
- Associated Root Causes
- Action Steps Associated with Major Improvement Strategy (MIS)
- Implementation Benchmark Associated with Major Improvement
  Strategy (MIS)

E.  Addenda

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## The Role of the SAC and the USIP

**Challenges: Dynamic Nature of Things and Sustainability**

State changes the way it measures "success"
- CSAP, TCAP, CMAS (PARCC), CMAS
- ACT, SAT

District assessment changes as well
- MAP, Galileo K-12

Students are not "widgets"

Change in Leadership (District, School)

Turnover in Staff

Turnover on SAC Committees

Time is needed to assimilate "change".

## The Role of the SAC and the USIP

**Challenges: Other impediments to making this all work.**

- Is there complete buy-in from the entire staff?
- Buy-in from the school community? (Do we care? Do they care?)
- Is training done with fidelity? (How do you know?)
- Is classroom implementation done with fidelity? (How do you know?)
- What interim measures are to be used to show we are progressing in improving the identified "need"?
- How/when will we decide if it works? When to stop and do something else?
- Try to do too much (can't "focus" on everything).
- Strategies, actions are too vague and general.
- Did you indeed identify the real root cause?
- Focus on one area, often leads to "de-focus" in other areas.
- Sustaining success is not a given.

## The Role of the SAC and the USIP

**Challenges: Interim Measures**

Although written in the Action Section of the UIP, the interim measures are often not good enough, nor timely enough, to give meaningful information to help decide if the energies of the school are spent wisely in addressing the identified "root cause" or in actually improving what the school wants to improve.

School year (2018-2019) began the full implementation of a D-11 standards Aligned District Benchmark (ADB) testing program for English Language Arts and Math using Galileo K-12 to be given on a quarterly basis (grades 2-8) for progress monitoring.

**Challenges: SAC Meetings**

The SAC should be a highly functioning group in **August** in order to fulfill the SAC role in the USIP process.

# The Role of the SAC and the USIP

**Overcoming the Challenges to making all of this work**

The School Accountability Committee is the key to hold the system of education accountable in carrying out all the parts of the school's unified improvement plan.

# The Role of the SAC and the USIP

## Key Points

- USIP is the school and the SACs "roadmap" for improvement of student achievement.

- USIP is discussed at every SAC meeting.

- The SACs have a key role in the "prioritization" of USIP focus.

- The SACs are informed of the various strategies/actions plans/timelines.

- The SACs role is to **monitor** and **evaluate** those strategies/actions plans within the established timelines, as prescribed in the USIP.

- Have a clear understanding of what "success" means.

- Have a solid, measurable plan for achieving "success".

- Have a "no excuses" attitude toward getting there.

How Does Your School Performance Framework (SPF) Drive Your Unified School Improvement Plan (USIP)?

Thank you for participating in your School Accountability Committee.

Your participation will help the students at your school succeed.

The SPF, USIP process will help guide the improvement of student achievement at your school.

Questions?

The report header identifies the district/school and growth results (CMAS or PSAT/SAT) reflected in the report.

Growth metrics provide another vi... indication of what happens in-betw...

Growth rates for individual student... student's growth percentile (rangi... and district growth rates are deter... Percentiles (MGP) are calculated fo... groups. Please note that growth ra... the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

**General Notes:**
- The 2018 CMAS growth results presented below reflect 4th to 8th grade median growth percentiles for CMAS Math and English Language Arts where applicable. Prior year results also include 9th grade CMAS growth results. The PSAT/SAT reports include growth results for 9th to 11th grades. The 2018 8th grade CMAS to PSAT9 results are included in the PSAT/SAT growth reports only (i.e. not with the CMAS 2018 results).
- The results included in this report are based on student accountability inclusion rules, the same as are used for the school and district performance frameworks.
- Median Growth Percentiles (MGP) for the district and state in this report are calculated based only on the grade levels that are served by the school not for all students in the district/state.
- The number of students reflected in the data should be considered when interpreting results. Also, growth summary data including student counts is available at: http://www.cde.state.co.us/accountability/growthmodelsummarydata

**English Learners:** include former ELL students (FELL) within the 2016 and 2017 results. Former ELL (FELL) students are excluded from 2018 growth calculations.

**Median Growth Percentiles (MGP)** for all students within the grades served by the school for the identified assessment and year.

A blank cell indicates that less than 20 student growth percentiles were available to calculate a median for the group.

**Non-English Learners:** include primary home language other than English students (PHLOTE) who are not designated as ELLS. Starting in 2018, this group also includes FELL students.

**Minority:** reflects all non-white students.

**At or Above Benchmark:** reflects students that meet or exceed grade level expectations (during the prior year) for the identified CMAS assessment. This category is not reflected on PSAT/SAT growth reports.

**Below Benchmark:** reflects students that did not yet meet, partially meet, or approached grade level expectations (during the prior year) for the identified CMAS assessment. This category is not reflected on PSAT/SAT growth reports.

Median Growth Percentile: 1.0 — 50.0 — 99.0

| | ENGLISH LANGUAGE ARTS | | | | | | | | | MATH | | | | | | | | |
| | School | | | District | | | State | | | School | | | District | | | State | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| **ALL STUDENTS** All Students | | 63.0 | 63.0 | | 52.0 | 52.0 | 50.0 | 50.0 | 50.0 | | 70.5 | 70.5 | | 49.0 | 49.0 | 50.0 | 50.0 | 50.0 |
| **GRADE LEVEL** 04 | 59.0 | 63.0 | 63.0 | | 52.0 | 52.0 | 50.0 | 50.0 | 50.0 | 71.0 | 70.5 | 70.5 | | 49.0 | 49.0 | 50.0 | 50.0 | 50.0 |
| 05 | 58.0 | 47.0 | 47.0 | 56.0 | 57.0 | 57.0 | 49.0 | 50.0 | 50.0 | 54.0 | 18.0 | 18.0 | 50.5 | 50.5 | 50.5 | 47.0 | 49.0 | 49.0 |
| **ENGLISH LEARNERS** English Learners | 58.0 | 54.0 | 54.0 | 51.0 | 52.0 | 52.0 | 47.0 | 47.0 | 47.0 | 57.5 | 58.0 | 58.0 | 49.0 | 49.0 | 49.0 | 51.0 | 50.0 | 50.0 |
| Non-English Learners | 46.0 | 48.5 | 48.5 | 43.0 | 49.0 | 49.0 | 53.0 | 53.0 | 53.0 | 64.0 | | | 41.5 | 41.5 | 41.5 | 46.0 | 53.0 | 46.0 |
| **FREE AND REDUCED LUNCH (FRL)** FRL Eligible | 63.0 | 55.0 | 55.0 | 53.0 | 52.0 | 52.0 | 54.0 | 53.0 | 53.0 | 57.5 | 59.0 | 59.0 | 51.0 | 51.0 | 51.0 | 53.0 | 49.0 | 53.0 |
| Non-FRL | 63.0 | 62.0 | 62.0 | 55.0 | 55.0 | 55.0 | 47.0 | 47.0 | 47.0 | 71.5 | 58.0 | 58.0 | 48.5 | 48.5 | 48.5 | 51.0 | 49.0 | 49.0 |
| **GENDER** Female | 55.5 | 44.0 | 44.0 | 49.0 | 47.0 | 47.0 | 46.0 | 47.0 | 47.0 | 49.0 | 58.0 | 58.0 | 50.0 | 50.0 | 50.0 | 49.0 | 51.0 | 51.0 |
| Male | | | | 62.0 | 61.0 | 61.0 | 61.0 | 62.0 | 62.0 | | | | 56.0 | 56.0 | 56.0 | 60.0 | 60.0 | 60.0 |
| **GIFTED** Gifted and Talented | 58.0 | 53.0 | 53.0 | 50.0 | 51.0 | 51.0 | 49.0 | 49.0 | 49.0 | 61.0 | 58.0 | 58.0 | 49.0 | 49.0 | 49.0 | 49.0 | 49.0 | 49.0 |
| Non-Gifted and Talented | | | | 41.0 | 44.5 | 44.5 | 36.0 | 38.0 | 38.0 | | | | 41.5 | 41.5 | 41.5 | 41.0 | 42.0 | 42.0 |
| **INDIVIDUALIZED EDUCATION PLAN** On IEP | 58.0 | 62.0 | 62.0 | 52.0 | 52.0 | 52.0 | 52.0 | 51.0 | 51.0 | 58.0 | 58.0 | 58.0 | 50.0 | 50.0 | 50.0 | 51.0 | 51.0 | 51.0 |
| Non-IEP | | | | 51.0 | 52.0 | 52.0 | 45.0 | 45.0 | 45.0 | | | | 49.0 | 49.0 | 49.0 | 48.0 | 48.0 | 48.0 |
| **MIGRANT** Migrant | 58.0 | 55.0 | 55.0 | 52.0 | 51.0 | 51.0 | 48.0 | 50.0 | 50.0 | 58.0 | 58.0 | 58.0 | 51.0 | 51.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| Non-Migrant | 53.5 | 61.0 | 61.0 | 51.0 | 52.0 | 52.0 | 51.0 | 52.0 | 52.0 | 54.0 | 58.0 | 58.0 | 49.0 | 49.0 | 49.0 | 48.0 | 48.0 | 48.0 |
| **MINORITY** Minority | 63.0 | 54.0 | 54.0 | 50.0 | 51.0 | 51.0 | 50.0 | 50.0 | 50.0 | 67.0 | 61.0 | 61.0 | 46.0 | 46.0 | 46.0 | 52.0 | 52.0 | 52.0 |
| Non-Minority | 59.0 | 62.0 | 62.0 | 52.0 | 53.0 | 53.0 | 53.0 | 50.0 | 50.0 | 65.5 | 62.5 | 62.5 | 52.0 | 52.0 | 52.0 | 50.0 | 50.0 | 50.0 |
| **PERFORMANCE LEVEL** At or Above Benchmark | 54.5 | 39.0 | 39.0 | 47.0 | 43.5 | 43.5 | 47.0 | 43.5 | 43.5 | 57.0 | 33.0 | 33.0 | | 45.0 | 41.0 | 45.0 | 41.0 | 41.0 |
| Below Benchmark | | | | 62.0 | 55.0 | 55.0 | 59.0 | 58.0 | 58.0 | | | | 56.0 | 56.0 | | 60.0 | 59.0 | 59.0 |
| **RACE/ETHNICITY** American Indian or Alaska... | | | | 56.0 | 59.0 | 59.0 | 48.0 | 47.0 | 47.0 | | | | 59.0 | 51.0 | 51.0 | 45.0 | 44.0 | 44.0 |
| Asian | | | | 48.0 | 48.0 | 48.0 | 47.0 | 47.0 | 47.0 | | | | 46.0 | 51.0 | 51.0 | 46.0 | 47.0 | 47.0 |
| Black | | | | 47.0 | 47.0 | 47.0 | 51.0 | 52.0 | 52.0 | | | | 49.0 | 49.0 | 49.0 | 50.0 | 52.0 | 52.0 |
| Hispanic | 63.0 | 54.0 | 54.0 | 51.0 | 52.0 | 52.0 | 52.0 | 50.0 | 50.0 | 67.0 | 61.0 | 61.0 | 50.0 | 49.0 | 49.0 | 52.0 | 52.0 | 52.0 |
| White | | | | 52.0 | | | | | | | | | 58.0 | | | 51.0 | 51.0 | |
| Hawaiian/Pacific Islander | | | | | | | | | | | | | | | | | | |

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District of reference.

The **accreditation category** the state has assigned to the district based on the data presented in the official report.

The data set on which this report is based (one-year or multi-year).

The three key performance indicators for which districts are held accountable including points, percent of points earned and ratings.

The year on the accountability clock (if applicable) will be located here.

Total points earned out of total points eligible on the district framework.

The **participation rate** reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

This bar chart displays the percent of points earned, and the associated scoring rubric.

The **accountability participation rate** is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals) are reduced one accreditation category.

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall district/school ratings due to different inclusion rules. The official district rating is displayed at the top of the report.

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**COLORADO** Department of Education

# Preliminary 2019 District Performance Framework

**3124 | Sample District**

Levels: EMH -(1-Year)

| Accreditation Rating | Official Rating based on 1-Year DPF Report |
|---|---|
| **Accredited: Meets 95% Participation** | **59.6/100** |

Distinction

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Refer to the scoring guide at the end of this report for additional information.

**59.6%**
Performance
Improvement
Priority Imp
Turnaround

Accreditation categories are based on the total percentage of points earned:

## Indicator Rating Totals

| Performance Indicator | % Pts Earned | Weighted Pts Earned/Pts Eligible | Rating |
|---|---|---|---|
| Academic Achievement | 53.0% | 15.9/30 | Approaching |
| Academic Growth | 61.0% | 24.4/40 | Approaching |
| Postsecondary & Workforce Readiness | 64.4% | 19.3/30 | Meets |

*Accredited with Distinction:* 74.0% - 100.0%

*Accredited:* 56.0% - 73.9%

## Assurances

| | Rating |
|---|---|
| Accountability Participation Rate | Meets 95% |
| Finance | Meets Requirements |
| Safety | Meets Requirements |

*Accredited with Improvement Plan:* 44.0% - 55.9%

*Accredited with Priority Improvement Plan:* 34.0% - 43.9%

## Test Participation Rates**

| Subject | Total Records | Valid Scores | Participation Rate | Parent Excuses | Accountability Participation Rate** | Rating |
|---|---|---|---|---|---|---|
| English Language Arts | 7,685 | 7,491 | 97.5% | 39 | 98.7% | Meets 95% |
| Math | 7,682 | 7,524 | 97.9% | 39 | 98.7% | Meets 95% |
| Science | 2,464 | 2,415 | 98.0% | 19 | 98.8% | Meets 95% |

*Accredited with Turnaround Plan:* 0.0% - 33.9%

*Insufficient Data:* No reportable achievement and growth data.

## Summary of Ratings by EMH Level

| EMH Level | Performance Indicator | % Pts Earned | Weighted Pts Earned/Pts Eligible | Rating | % Pts by EMH | Rating |
|---|---|---|---|---|---|---|
| Elementary | Academic Achievement | 59.7% | 23.9/40 | Approaching | 67.9% | Accredited |
| | Academic Growth | 73.2% | 43.9/60 | Meets | | |
| Middle | Academic Achievement | 53.5% | 21.4/40 | Approaching | 54.5% | Improvement |
| | Academic Growth | 55.4% | 33.2/60 | Approaching | | |
| High | Academic Achievement | 45.8% | 13.7/30 | Approaching | 54.3% | Improvement |
| | Academic Growth | 54.5% | 21.8/40 | Approaching | | |
| | Postsecondary & Workforce .. | 64.4% | 19.3/30 | Meets | | |

(*) Not Applicable; (-) No Reportable Data   For additional information, refer to the scoring guide on the last page of this report.
(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

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Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Includes relevant alternate assessment and CSLA results.

**English Learners**: include NEP, LEP, and FEP students.

**Non-English Learners**: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

**Student with Disabilities**: includes students with IEP only (not 504s).

**COLORADO** Department of Education

# Preliminary 2019 District Performance Framework

**3124 | Sample District**                                         Elementary - (1-Year)

## ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|---|---|
| CMAS - English Language Arts | All Students | 2,789 | 98.9% | 741.9 | 55 | 6/8 | Meets |
| | Previously Identified for READ Plan | 469 | 99.6% | 704.5 | * | 0/0 | - |
| | English Learners | 773 | 98.4% | 732.4 | 34 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 2,234 | 99.2% | 738.0 | 47 | 0.5/1 | Approaching |
| | Minority Students | 2,181 | 98.9% | 738.9 | 48 | 0.5/1 | Approaching |
| | Students with Disabilities | 348 | 96.4% | 705.8 | 1 | 0.25/1 | Does Not Meet |
| CMAS - Math | All Students | 2,814 | 99.1% | 737.0 | 56 | 6/8 | Meets |
| | English Learners | 800 | 99.6% | 729.8 | 38 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 2,256 | 99.4% | 734.1 | 49 | 0.5/1 | Approaching |
| | Minority Students | 2,207 | 99.3% | 734.6 | 50 | 0.75/1 | Meets |
| | Students with Disabilities | 350 | 96.4% | 708.9 | 3 | 0.25/1 | Does Not Meet |
| CMAS - Science | All Students | 908 | 98.9% | 601.1 | 49 | 4/8 | Approaching |
| | | | | | | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 733 | 99.1% | 592.5 | 44 | 0.5/1 | Approaching |
| | Minority Students | 733 | 98.7% | 592.7 | 44 | 0.5/1 | Approaching |
| | Students with Disabilities | 128 | 95.0% | 509.6 | 6 | 0.25/1 | Does Not Meet |
| TOTAL | | * | * | * | * | 21.5/36 | Approaching |

A dash ('-') in any cell indicates no data is available for the presented metric.

One additional bonus point may be assigned for students **previously identified for a READ plan** when their mean score meets or exceeds the approaching expectations cut-score.

## ACADEMIC GROWTH

| Subject | Student Group | Count | Median Growth Percentile/Rate | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|
| CMAS - English Language Arts | All Students | 1,783 | 52.0 | 6/8 | Meets |
| | English Learners | 559 | 52.0 | 0.75/1 | Meets |
| | Free/Reduced-Price Lunch Eligible | 1,444 | 52.0 | 0.75/1 | Meets |
| | Minority Students | 1,437 | 52.0 | 0.75/1 | Meets |
| | Students with Disabilities | 196 | 37.5 | 0.5/1 | Approaching |
| CMAS - Math | All Students | 1,787 | 54.0 | 6/8 | Meets |
| | English Learners | 564 | 55.0 | 0.75/1 | Meets |
| | Free/Reduced-Price Lunch Eligible | 1,447 | 54.0 | 0.75/1 | Meets |
| | Minority Students | 1,439 | 55.0 | 0.75/1 | Meets |
| | Students with Disabilities | 198 | 46.0 | 0.5/1 | Approaching |
| ELP | English Language Proficiency (ELP) | 681 | 60.0 | 1.5/2 | Meets |
| | On Track to Proficiency | 695 | 77.0% | 1.5/2 | Meets |
| TOTAL | | * | * | 20.5/28 | Meets |

**Mean scale score** represents the average of valid scores across grades for the identified group.

**ELP On-track** points are awarded here.

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subject and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Total growth performance by elementary level including points earned and points eligible along with final indicator rating.

## COLORADO Department of Education

# Preliminary 2019 District Performance Framework

**3124 | Sample District** — Middle School - (1-Year)

## ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|---|---|
| CMAS - English Language Arts | All Students | 2,407 | 97.5% | 740.3 | 50 | 6/8 | Meets |
| | English Learners | 601 | 94.6% | 734.8 | 36 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 1,818 | 98.1% | 737.6 | 44 | 0.5/1 | Approaching |
| | Minority Students | 1,870 | 97.2% | 738.6 | 46 | 0.5/1 | Approaching |
| | Students with Disabilities | 289 | 96.0% | 705.0 | 1 | 0.25/1 | Does Not Meet |
| CMAS - Math | All Students | 2,431 | 98.6% | 728.3 | 42 | 4/8 | Approaching |
| | English Learners | 630 | 99.4% | 723.9 | 31 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 1,835 | 98.6% | 724.? | 32 | 0.5/1 | Approaching |
| | Minority Students | 1,893 | 98.6% | 726.1 | 35 | 0.5/1 | Approaching |
| | Students with Disabilities | 291 | 96.3% | 699.8 | 1 | 0.25/1 | Does Not Meet |
| CMAS - Science | All Students | 816 | 99.0% | 573.3 | 39 | 4/8 | Approaching |
| | English Learners | 203 | 99.5% | 537.5 | 19 | 0.5/1 | Approaching |
| | | | | | | 0.5/1 | Approaching |
| | Minority Students | 859 | 99.0% | 563.8 | 33 | 0.5/1 | Approaching |
| | Students with Disabilities | 90 | 100.0% | 480.2 | 2 | 0.25/1 | Does Not Meet |
| TOTAL | | * | * | * | * | 19.25/36 | Approaching |

A dash ('-') in any cell indicates no data is available for the presented metric.

## ACADEMIC GROWTH

| Subject | Student Group | Count | Median Growth Percentile/Rate | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|
| CMAS - English Language Arts | All Students | 2,268 | 46.0 | 4/8 | Approaching |
| | English Learners | 599 | 50.0 | 0.75/1 | Meets |
| | Free/Reduced-Price Lunch Eligible | 1,721 | 47.0 | 0.5/1 | Approaching |
| | Minority Students | 1,777 | 45.0 | 0.5/1 | Approaching |
| | Students with Disabilities | 237 | 38.0 | 0.5/1 | Approaching |
| CMAS - Math | All Students | 2,266 | 48.0 | 4/8 | Approaching |
| | English Learners | 600 | 54.0 | 0.75/1 | Meets |
| | Free/Reduced-Price Lunch Eligible | 1,720 | 48.0 | 0.5/1 | Approaching |
| | Minority Students | 1,773 | 48.0 | 0.5/1 | Approaching |
| | Students with Disabilities | 237 | 43.0 | 0.5/1 | Approaching |
| ELP | English Language Proficiency (ELP) | 193 | 57.0 | 1.5/2 | Meets |
| | On Track to Proficiency | 195 | 48.7% | 1.5/2 | Meets |
| TOTAL | | * | * | 15.5/28 | Approaching |

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

CO PSAT calculations include relevant alternate assessment results.

**English Learners**: include NEP, LEP, and FEP students.

**Non-English Learners**: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting with 2018, this group also includes FELL students.

High school EBRW growth includes PSAT9 to PSAT10, and PSAT10 to SAT.

High school growth for math includes CMAS Gr 8 to PSAT9, PSAT9 to PSAT10, and PSAT10 to SAT.

**Student with Disabilities**: includes students with IEP only (not 504s).

**Mean scale score** represents the average of valid scores across grades for the identified group.

**ELP On-track** points are awarded here.

## COLORADO Department of Education

# Preliminary 2019 District Performance Framework

**3124 | Sample District**

High School - (1-Year)

## ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|---|---|
| CO PSAT - Evidence-Based Reading & Writing | All Students | 1,273 | 95.3% | 436.8 | 23 | 4/8 | Approaching |
| | English Learners | 280 | 90.9% | 400.1 | 5 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 930 | 95.1% | 429.3 | 18 | 0.5/1 | Approaching |
| | Minority Students | 1,019 | 95.1% | 432.2 | 20 | 0.5/1 | Approaching |
| | Students with Disabilities | 142 | 95.6% | 368.7 | 1 | 0.25/1 | Does Not Meet |
| CO PSAT - Math | All Students | 1,275 | 95.3% | 427.7 | 29 | 4/8 | Approaching |
| | English Learners | 282 | 90.9% | 403.0 | 9 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 932 | 95.1% | 421.0 | 22 | 0.5/1 | Approaching |
| | Minority Students | 1,021 | 95.1% | 424.3 | 24 | 0.5/1 | Approaching |
| | Students with Disabilities | 142 | 95.6% | 364.9 | 1 | 0.25/1 | Does Not Meet |
| CMAS - Science | All Students | 569 | 95.3% | 572.5 | 19 | 4/8 | Approaching |
| | English Learners | 98 | 97.1% | 518.8 | 1 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 383 | 96.0% | 567.7 | 17 | 0.5/1 | Approaching |
| | Minority Students | 474 | 96.3% | 566.9 | 17 | 0.5/1 | Approaching |
| | | | | | | 0.25/1 | Does Not Meet |
| TOTAL | | * | * | * | | 16.5/36 | Approaching |

A dash ('-') in any cell indicates no data is available for the presented metric.

## ACADEMIC GROWTH

| Subject | Student Group | Count | Median Growth Percentile/Rate | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|
| CO PSAT/SAT - Evidence-Based Reading & Writing | All Students | 1,073 | 46.0 | 4/8 | Approaching |
| | English Learners | 206 | 45.0 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 739 | 45.0 | 0.5/1 | Approaching |
| | Minority Students | 888 | 46.0 | 0.5/1 | Approaching |
| | Students with Disabilities | 108 | 29.5 | 0.25/1 | Does Not Meet |
| CO PSAT/SAT - Math | All Students | 1,647 | 46.0 | 4/8 | Approaching |
| | English Learners | 363 | 49.0 | 0.5/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 1,175 | 45.0 | 0.5/1 | Approaching |
| | Minority Students | 1,345 | 47.0 | 0.5/1 | Approaching |
| | Students with Disabilities | 175 | 36.0 | 0.5/1 | Approaching |
| ELP | English Language Proficiency (ELP) | 197 | 68.0 | 2/2 | Exceeds |
| | On Track to Proficiency | 201 | 59.2% | 1.5/2 | Meets |
| TOTAL | | * | * | 15.25/28 | Approaching |

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

Total growth performance by high school level including points earned and eligible along with final indicator rating.

The Postsecondary and Workforce Readiness indicator is applicable to the district and high school frameworks only.

The data set on which this report is based (see scoring guide).

Disaggregated SAT and dropout rates are awarded points for the first time in the 2019 frameworks..

**COLORADO** Department of Education

**Preliminary 2019 District Performance Framework**

3124 | Sample District

High School - (1-Year)

SAT **participation rates** reflects the actual percentage of all eligible students that received a valid score.

## POSTSECONDARY AND WORKFORCE READINESS

| Subject | Student Group | Count | Best Rate | Rate/Score | Participation Rate | Pts Earned/ Eligible | Rating |
|---|---|---|---|---|---|---|---|
| CO SAT - Evidence-Based Reading & Writing | All Students | 569 | * | 478.4 | 95.6% | 2/4 | Approaching |
| | English Learners | 97 | * | 420.9 | 95.2% | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 577 | * | 472.1 | 94.7% | 0.5/1 | Approaching |
| | Minority Students | 468 | * | 472.0 | 95.5% | 0.5/1 | Approaching |
| | Students with Disabilities | 66 | * | 374.5 | 90.8% | 0.25/1 | Does Not Meet |
| CO SAT - Math | All Students | 569 | * | 458.7 | 95.6% | 2/4 | Approaching |
| | English Learners | 97 | * | 415.0 | 95.2% | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 577 | * | 451.3 | 94.7% | 0.5/1 | Approaching |
| | Minority Students | 468 | * | 454.3 | 95.5% | 0.5/1 | Approaching |
| | Students with Disabilities | 66 | * | 365.7 | 90.8% | 0.25/1 | Does Not Meet |
| Dropout | All Students | 5,692 | * | 0.8% | * | 6/8 | Meets |
| | English Learners | 906 | * | 1.1% | * | 1.5/2 | Meets |
| | Free/Reduced-Price Lunch Eligible | 3,664 | * | 0.5% | * | 2/2 | Exceeds |
| | Minority Students | 4,349 | * | 0.8% | * | 1.5/2 | Meets |
| | Students with Disabilities | 640 | * | 0.3% | * | 2/2 | Exceeds |
| Matriculation | All Students | 529 | * | 51.8% | * | 2/4 | Approaching |
| | 2-Year Higher Education Instituti.. | * | * | 19.1% | * | * | - |
| | 4-Year Higher Education Instituti.. | * | * | 30.4% | * | * | - |
| | Career & Technical Education | * | * | 4.3% | * | * | - |
| Graduation | All Students | 405 | 7yr | 90.9% | * | 6/8 | Meets |
| | English Learners | 47 | 7yr | 91.5% | * | 1.5/2 | Meets |
| | Free/Reduced-Price Lunch Eligible | 301 | 7yr | 90.4% | * | 1.5/2 | Meets |
| | Minority Students | 308 | 7yr | 92.2% | * | 1.5/2 | Meets |
| | Students with Disabilities | 39 | 7yr | 84.6% | * | 1/2 | Approaching |
| TOTAL | | * | * | * | | 33.5/52 | Meets |

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only.

ASCENT students are included within the on-time (4-year) grad rate.

## REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

| Student Group | 4-Year (AYG 2017) | 5-Year (AYG 2016) | 6-Year (AYG 2015) | 7-Year (AYG 2014) | Best Rate |
|---|---|---|---|---|---|
| All Students | 79.8% | 87.0% | 89.6% | 90.9% | 7yr |
| English Learners | 72.6% | 87.4% | 91.0% | 91.5% | 7yr |
| Free/Reduced-Price Lunch Eligible | 80.6% | 88.1% | 89.6% | 90.4% | 7yr |
| Minority Students | 81.3% | 87.4% | 91.0% | 92.2% | 7yr |
| Students with Disabilities | 52.9% | 81.6% | 70.8% | 84.6% | 7yr |

The 'best of graduation rate is used for point determinations.

PWR sub indicator definitions are located here.

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

http://www.cde.state.co.us/accountability/pwr

Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at: http://www.cde.state.co.us/accountability/performanceframeworksresources

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## Scoring Guide for 2019 District/School Performance Frameworks

| Performance Indicator | Measure/Metric | Rating | Point Value | | |
|---|---|---|---|---|---|
| | | | *All Students* | *Each Disaggregated Group* | *ELP On Track Growth* |
| **Academic Achievement & ELP On Track Growth** | *The district or school's mean scale score (or percent On Track) was\*:* *see tables below for actual values* | | | | |
| | • at or above the 85th percentile | Exceeds | 8 | 1.00 | 2.0 |
| | • at or above the 50th percentile but below the 85th percentile | Meets | 6 | 0.75 | 1.5 |
| | • at or above the 15th percentile but below the 50th percentile | Approaching | 4 | 0.50 | 1.0 |
| | • below the 15th percentile | Does Not Meet | 2 | 0.25 | 0.5 |
| | *Students Previously Identified for a READ Plan (bonus point)* | | | | |
| | • CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score) | | 1 bonus point | | |
| **Academic Growth** | *Median Growth Percentile was:* | | *All Students* | *Each Disaggregated Group* | *ELP* |
| | • at or above 65 | Exceeds | 8 | 1.00 | 2.0 |
| | • at or above 50 but below 65 | Meets | 6 | 0.75 | 1.5 |
| | • at or above 35 but below 50 | Approaching | 4 | 0.50 | 1.0 |
| | • below 35 | Does Not Meet | 2 | 0.25 | 0.5 |
| **Postsecondary and Workforce Readiness** | *Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was\*\*:* | | *All Students* | *Each Disaggregated Group* | |
| | • at or above 554.7 | Exceeds | 4 | 1.00 | |
| | • at or above 501.3 but below 554.7 | Meets | 3 | 0.75 | |
| | • at or above 458.0 but below 501.3 | Approaching | 2 | 0.50 | |
| | • below 458.0 | Does Not Meet | 1 | 0.25 | |
| | *Mean CO SAT Math scale score was\*\*:* | | *All Students* | *Each Disaggregated Group* | |
| | • at or above 544.6 | Exceeds | 4 | 1.00 | |
| | • at or above 488.0 but below 544.6 | Meets | 3 | 0.75 | |
| | • at or above 439.9 but below 488.0 | Approaching | 2 | 0.50 | |
| | • below 439.9 | Does Not Meet | 1 | 0.25 | |
| | *Dropout Rate: The district or school dropout rate was (of all schools in 2017):* | | *All Students* | *Each Disaggregated Group* | |
| | • at or below 0.5% | Exceeds | 8 | 2.0 | |
| | • at or below 2.0% but above 0.5% | Meets | 6 | 1.5 | |
| | • at or below 5.0% but above 2.0% | Approaching | 4 | 1.0 | |
| | • above 5.0% | Does Not Meet | 2 | 0.5 | |
| | *Matriculation Rate (of all schools in 2018):* | | *All Students* | | |
| | • at or above the 75.8% | Exceeds | 4 | | |
| | • at or above 61.1% but below 75.8% | Meets | 3 | | |
| | • at or above 46.8% but below 61.1% | Approaching | 2 | | |
| | • below 46.8% | Does Not Meet | 1 | | |
| | *Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):* | | *All Students* | *Each Disaggregated Group* | |
| | • at or above 95.0% | Exceeds | 8 | 2.0 | |
| | • at or above 85.0% but below 95.0% | Meets | 6 | 1.5 | |
| | • at or above 75.0% but below 85.0% | Approaching | 4 | 1.0 | |
| | • below 75.0% | Does Not Meet | 2 | 0.5 | |

## Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.\*

| | English Language Arts & EBRW for CO PSAT | | | | Mathematics | | | | Science | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Percentile | Elem | Middle | CO PSAT (1-Year) | CO PSAT (MultiYear)† | Elem | Middle | CO PSAT (1-Year) | CO PSAT (MultiYear) | Elem | Middle | High |
| 15th percentile | 722.3 | 724.1 | 423.5 | 427.5 | 719.1 | 716.5 | 413.0 | 415.5 | 531.9 | 527.7 | 564.4 |
| 50th percentile | 739.5 | 740.1 | 461.1 | 463.7 | 734.3 | 731.2 | 448.4 | 447.4 | 601.7 | 591.4 | 609.2 |
| 85th percentile | 755.9 | 757.3 | 505.0 | 506.1 | 751.9 | 746.2 | 491.0 | 491.1 | 655.9 | 643.3 | 651.3 |

## Percent of Students On Track for ELP Growth Targets

| | ELP On Track Growth | | |
|---|---|---|---|
| Percentile | Elem | Middle | High |
| 15th percentile | 63.5% | 30.4% | 30.4% |
| 50th percentile | 72.4% | 42.9% | 45.2% |
| 85th percentile | 82.4% | 60.0% | 63.0% |

## Total Possible Points by Performance Indicator

| Indicator | Total Possible Points | Elementary/Middle | High/District |
|---|---|---|---|
| Achievement | 36 points (8 per subject for all students, 4 per subject by disaggregated group) | 40% | 30% |
| Growth | 28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth) | 60% | 40% |
| Postsecondary Readiness | 52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject) | not applicable | 30% |

## Cut-Points for Each Performance Indicator

| Achievement; Growth; Postsecondary Readiness | Cut-Point: The district or school earned…of the points eligible. | |
|---|---|---|
| | • at or above 87.5% | Exceeds |
| | • at or above 62.5% but below 87.5% | Meets |
| | • at or above 37.5% but below 62.5% | Approaching |
| | • below 37.5% | Does Not Meet |

## Cut-Points for Plan/Category Type Assignment

| | District | School | Accreditation Category/Plan Type |
|---|---|---|---|
| **Total Framework Points** | 74.0% | not applicable | Accredited w/Distinction (District only) |
| | 56.0% | 53.0% | Accredited (District) or Performance Plan (School) |
| | 44.0% | 42.0% | Accredited w/Improvement Plan (District) or Improvement Plan (School) |
| | 34.0% | 34.0% | Accredited w/Priority Improvement Plan (District) or Priority Improvement (School) |
| | 25.0% | 25.0% | Accredited w/Turnaround Plan(District) or Turnaround Plan (School) |

\* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2019 for ELP On Track to Proficiency Growth.

\*\* 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

*August 13, 2019*

| School | 2017 Accreditation Rating | 2017 Percent of Points | 2018 Accreditation Rating | 2018 Percent of Points | 2019 Preliminary SPF Rating | 2019 Percent of Points | 2018-2019 Change |
|---|---|---|---|---|---|---|---|
| Academy ACL | Distinction & Performance | 86.8% | Performance | 92.9% | Performance | 77.7% | ⬇ -15.2% |
| Achieve Online | Performance | 69.3% | Performance | 74.2% | Pending AEC Framework | 35.8% | ⬇ -38.4% |
| Adams | Priority Improvement (Yr 1) | 40.6% | Improvement | 50.7% | Improvement | 49.7% | ⮕ -1.0% |
| Audubon | Performance | 63.5% | Improvement | 45.0% | Performance | 55.0% | ⬆ 10.0% |
| Bijou | Performance | 71.0% | Performance | 63.8% | Pending AEC Framework | 40.4% | ⬇ -23.4% |
| Bristol | Performance | 58.9% | Performance | 73.6% | Performance | 81.8% | ⬆ 8.2% |
| Buena Vista | Performance | 72.1% | Performance | 62.5% | Performance | 82.5% | ⬆ 20.0% |
| Carver | Performance | 70.9% | Performance | 57.5% | Performance | 67.2% | ⬆ 9.7% |
| Chipeta | Performance | 77.2% | Performance | 83.6% | Performance | 84.6% | ⮕ 1.0% |
| CIVA | Performance | 75.5% | Performance | 73.2% | Performance | 74.6% | ⮕ 1.4% |
| Columbia | Performance | 63.5% | Performance | 91.2% | Performance | 82.5% | ⬇ -8.7% |
| Community Prep | Performance | 76.1% | Performance | 72.0% | Pending AEC Framework | 25.0% | ⬇ -47.0% |
| Coronado | Performance | 53.5% | Performance | 62.7% | Performance | 62.4% | ⮕ -0.3% |
| Doherty | Performance | 56.8% | Performance | 60.9% | Improvement | 52.4% | ⬇ -8.5% |
| Eastlake | Improvement | 48.4% | Improvement | 48.4% | Pending AEC Framework | | ⬇ -48.4% |
| Edison | Performance | 75.4% | Performance | 69.9% | Performance | 80.1% | ⬆ 10.2% |
| Freedom | Performance | 58.0% | Performance | 68.7% | Performance | 64.6% | ⬇ -4.1% |
| Fremont | Performance | 63.0% | Performance | 53.8% | Improvement | 48.7% | ⬇ -5.1% |
| Galileo | Priority Improvement (Yr 1) | 41.6% | Priority Improvement (Yr 2) | 37.8% | Priority Improvement (Yr 3) | 38.3% | ⮕ 0.5% |
| GLOBE | Performance | 65.8% | Performance | 75.3% | Performance | 74.8% | ⮕ -0.5% |
| Grant | Performance | 54.4% | Performance | 56.9% | Performance | 70.1% | ⬆ 13.2% |
| Henry | Distinction & Performance | 84.0% | Performance | 78.2% | Improvement | 51.3% | ⬇ -26.9% |
| Holmes | Performance | 63.0% | Performance | 64.0% | Performance | 61.4% | ⬇ -2.6% |
| Howbert | Improvement | 49.7% | Performance | 67.1% | Improvement | 45.4% | ⬇ -21.7% |
| Jack Swigert | Priority Improvement (Yr 1) | 38.7% | Priority Improvement (Yr 2) | 34.1% | Performance | 53.4% | ⬆ 19.3% |
| Jackson | Improvement | 48.5% | Performance | 58.8% | Performance | 71.9% | ⬆ 13.1% |
| Jenkins | Performance | 55.3% | Performance | 54.7% | Performance | 71.2% | ⬆ 16.5% |
| Keller | Performance | 60.4% | Improvement | 43.8% | Performance | 62.2% | ⬆ 18.4% |
| King | Performance | 52.7% | Performance | 63.6% | Performance | 62.1% | ⮕ -1.5% |
| Madison | Improvement | 41.2% | Performance | 62.2% | Performance | 65.0% | ⬆ 2.8% |
| Mann | Priority Improvement (Yr 1) | 35.5% | Improvement | 48.6% | Performance | 55.5% | ⬆ 6.9% |
| Martinez | Performance | 55.4% | Improvement | 49.7% | Performance | 56.9% | ⬆ 7.2% |
| McAuliffe | Improvement | 43.7% | Improvement | 48.7% | Improvement | 51.9% | ⬆ 3.2% |
| Midland | Improvement | 45.7% | Improvement | 50.8% | Turnaround (Yr 1) | 25.0% | ⬇ -25.8% |
| Mitchell | Priority Improvement (Yr 2) | 42.1% | Priority Improvement (Yr 3) | 40.8% | Priority Improvement (Yr 4) | 39.8% | ⮕ -1.0% |
| Monroe | Priority Improvement (Yr 2) | 39.4% | Performance | 57.5% | Performance | 57.0% | ⮕ -0.5% |
| North | Turnaround (Yr 1) | 32.8% | Performance | 59.4% | Performance | 56.4% | ⬇ -3.0% |
| Odyssey ECCO | Improvement | 45.7% | Performance | 61.7% | Performance | 72.2% | ⬆ 10.5% |
| Palmer | Improvement | 52.8% | Performance | 64.3% | Performance | 58.9% | ⬇ -5.4% |
| Penrose | Performance | 57.6% | Performance | 70.3% | Performance | 80.4% | ⬆ 10.1% |
| Queen Palmer | Improvement | 46.0% | Improvement | 50.0% | Improvement | 50.0% | ⮕ 0.0% |
| Rogers | Priority Improvement (Yr 1) | 40.0% | Performance | 63.2% | Performance | 54.1% | ⬇ -9.1% |
| Roosevelt | Improvement | 49.2% | Performance | 57.8% | Performance | 56.3% | ⮕ -1.5% |
| Rudy | Performance | 58.1% | Performance | 65.0% | Performance | 72.0% | ⬆ 7.0% |
| Russell | Performance | 72.0% | Performance | 60.3% | Performance | 59.3% | ⬇ -1.0% |
| Sabin | Turnaround (Yr 1) | 33.0% | Improvement | 45.6% | Improvement | 48.0% | ⬆ 2.4% |
| Scott | Distinction & Performance | 80.2% | Performance | 89.0% | Performance | 73.8% | ⬇ -15.2% |
| Steele | Performance | 73.9% | Performance | 88.1% | Performance | 79.6% | ⬇ -8.5% |
| Stratton | Performance | 59.3% | Performance | 66.8% | Performance | 66.8% | ⮕ 0.0% |
| Taylor | Performance | 61.5% | Performance | 78.0% | Performance | 63.4% | ⬇ -14.6% |
| Tesla | Improvement | 47.3% | Improvement | 55.3% | Pending AEC Framework | 35.0% | ⬇ -20.3% |
| Trailblazer | Performance | 58.6% | Performance | 61.9% | Improvement | 43.3% | ⬇ -18.6% |
| Twain | Improvement | 50.8% | Improvement | 49.4% | Improvement | 52.9% | ⬆ 3.5% |
| West ES | Turnaround (Yr 1) | 30.7% | Improvement | 42.6% | Priority Improvement (Yr 1) | 37.8% | ⬇ -4.8% |
| West MS | Improvement | 43.0% | Performance | 70.1% | Performance | 67.1% | ⬇ -3.0% |
| Wilson | Performance | 54.5% | Improvement | 49.1% | Improvement | 45.2% | ⬇ -3.9% |

Last update: August 22, 7:20 a.m.

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# Save the date

**Offered by:**
The Colorado
Department of Education
Exceptional Student Services Unit

## COLORADO
### Department of Education

# Family, School, and Community Partnering (FSCP)
## Online Learning Opportunities

**WHO:** **All Education Stakeholders, Including Family and Community Members**
Team participation is encouraged. See table below for suggested registrants.

**WHAT:** **Three Online Courses, with Specific Topics and Focus Areas**
Credit Options: Continuing Education Hours (free of charge) OR Auditing (free of charge). Possible option of Adams State University credit (for a fee).

**WHEN:** Various 2019-20 dates, included in the table below.

**WHERE:** Online via Moodle.

| Course Description | Target Audience | Dates | Links to Register |
|---|---|---|---|
| **Family, School, and Community Partnering High Impact Strategies: Communicating and Designing Homework "Two-Way"** This course provides information, resources, and skills in developing effective reciprocal communication and homework practices, which can improve student achievement. Application to site or situation is a focus. | Pre-12 General and Special Educators, Counselors, Related Service Providers, Higher Education Faculty | Session 1: 9.30.19- 10.14.19 <br><br> Session 2: 2.3.20- 2.17.20 | Session 1 (closes September 16) <br><br> Session 2 (closes January 20) |
| **Multi-Tiered Family, School, and Community Partnering*** This course builds upon the strong research base supporting the importance of family-school partnerships in student learning. There is integration of a Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the National Standards for Family-School Partnerships (PTA, 2008). Participants can adapt specific assignments and tools to meet their learning needs. | All Stakeholders: Educators, Family and Community Members, Related Service Providers, School Board Members, Advocates, Higher Education Faculty | Session 1: 10.21.19 - 12.2.19 <br><br> Session 2: 2.24.20 - 4.6.20 | Session 1 (closes October 7) <br><br> Session 2 (closes February 10) |
| **Family-School Partnering at the Secondary Level*** This course includes the essential components of the general Multi-Tiered Family, School, and Community Partnering course, but has a clear emphasis on partnering issues in middle and high school. Topics include dropout prevention, post-secondary and workforce readiness, and the Individual Career and Academic Plan (ICAP). | All Stakeholders: Secondary General and Special Educators, Family and Community Members, Counselors, Related Service Providers, Higher Education Faculty | Session 1: 10.21.19 - 12.2.19 <br><br> Session 2: 2.24.20 - 4.6.20 | Session 1 (closes October 7) <br><br> Session 2 (closes February 10) |

**\*Please Note: Participants must choose which of these two courses is most relevant for them; credit can only be given for one.**

## Colorado Department of Education

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Photo: iStock/Getty

**FEATURED STORIES**

# The Problem with "Great Schools"

## Numbers often obscure the truth

Ali McKay [ Follow ]

May 28, 2018 · 10 min read ★

If you have young kids or use real estate websites like Redfin or Zillow, you've probably seen the school ratings from GreatSchools, an organization that describes itself as "the leading national nonprofit empowering parents to unlock educational opportunities for their children." My kids' school is rated a "4". That's out of 10. [August 2019 update: the school is now a "2".] When I was in school, 40 percent was not a grade that my parents or I would have been happy with. There would have been a fair amount of freaking out about a 4 out of 10. And yet my children, and all of the other 330 kids in that school, are learning, having fun, and occasionally misbehaving or letting off steam. They are being kids. The more I think about it, the more I wonder how a building full of people — actual kids, teachers, parents, and staff — can be described by a single number.

I am very happy with our school, even though it has some pretty significant challenges. It isn't a "4" to me, or to most other parents I've talked to. I have friends at other nearby elementary schools with ratings of "3", "4", even "2" — they also love their schools. So why is our school's GreatSchools rating not in alignment with my experience, and so many other people's experience? As it turns out, these school ratings aren't just inaccurate: they perpetuate the inequality that they aim to reduce, exacerbating segregation and resource hoarding in the process.

First, a little bit more about my experience. I knew our school was remarkable when we toured it. I saw a young girl put her arm around the shoulders of a classmate (who appeared to have significant special needs) and guide her carefully through the library. This act of care stuck with me, but mostly, I just saw lots of cute kids. Many were students of color, some girls wore hijabs (headscarves), and there was a wide range of disabilities and special needs. It was clear to me that this community was a better reflection of the world than a school that is white, privileged, and segregated. So, we left our more white, privileged, and segregated school — which, incidentally, has a GreatSchools rating of 7 — and moved our children to this school.

Our new, lower-rated school has provided exactly the kind of education my kids need. Truthfully, it has also provided the kind of education *I* need as a white, privileged parent. My older son, a reading fiend who's considered an "advanced learner," is thriving,

especially socially. I won't say the academics are as rigorous as before, but they're also not as stressful. I have seen his anxiety drop and his social life develop in a very healthy and positive way — something I don't think would have been possible at the whiter, much richer school he attended before. In our previous school, there was a clear majority from whose norms he desperately did not want to deviate. His drive to conform was strong. He cried in class often. And our platitudes to him about diversity held little weight or relevance to him there. Now he is one among many — many different races, different economic classes, different religions. It seems his anxiety-producing impulse to conform can't find root.

The diversity of the school fosters rich conversations between my husband and me, and between us and our kids, about race, class, and difference. Why does a classmate wear a headscarf? What is her experience fasting for Ramadan? What is a Christian? What is an atheist? We've engaged with these issues as parents much more deeply than when we were lazily floating on the river of sameness at our old school. We are now "riding the rapids" of difference, which is sometimes scary, but also empowering — empowering because we're learning and developing critical thinking skills rather than going along with the flow of what everyone else does.

My younger son, who is in kindergarten, just told me the other day that he actually *likes* school. He's enjoying himself while learning to read, write, and interact with peers who look and act differently and have different abilities than he does. He gets a social education as much as an academic one. Most importantly, there are loving, dedicated, and hard-working teachers and staff at school every day telling all the students that they matter and that they can learn. These factors are very important to me, and a numerical rating system will never be able to tell me about them.

Now, let's talk about the problem with GreatSchools. When you do a search for schools in a particular area on their website, you find that the "good" schools are marked with big green tear drops (let's call them "Go Here! Drops"). The schools rated 7 or less are represented by little red or yellow circles (let's call them "Stay Away! Circles"). Here is Seattle, where I live:
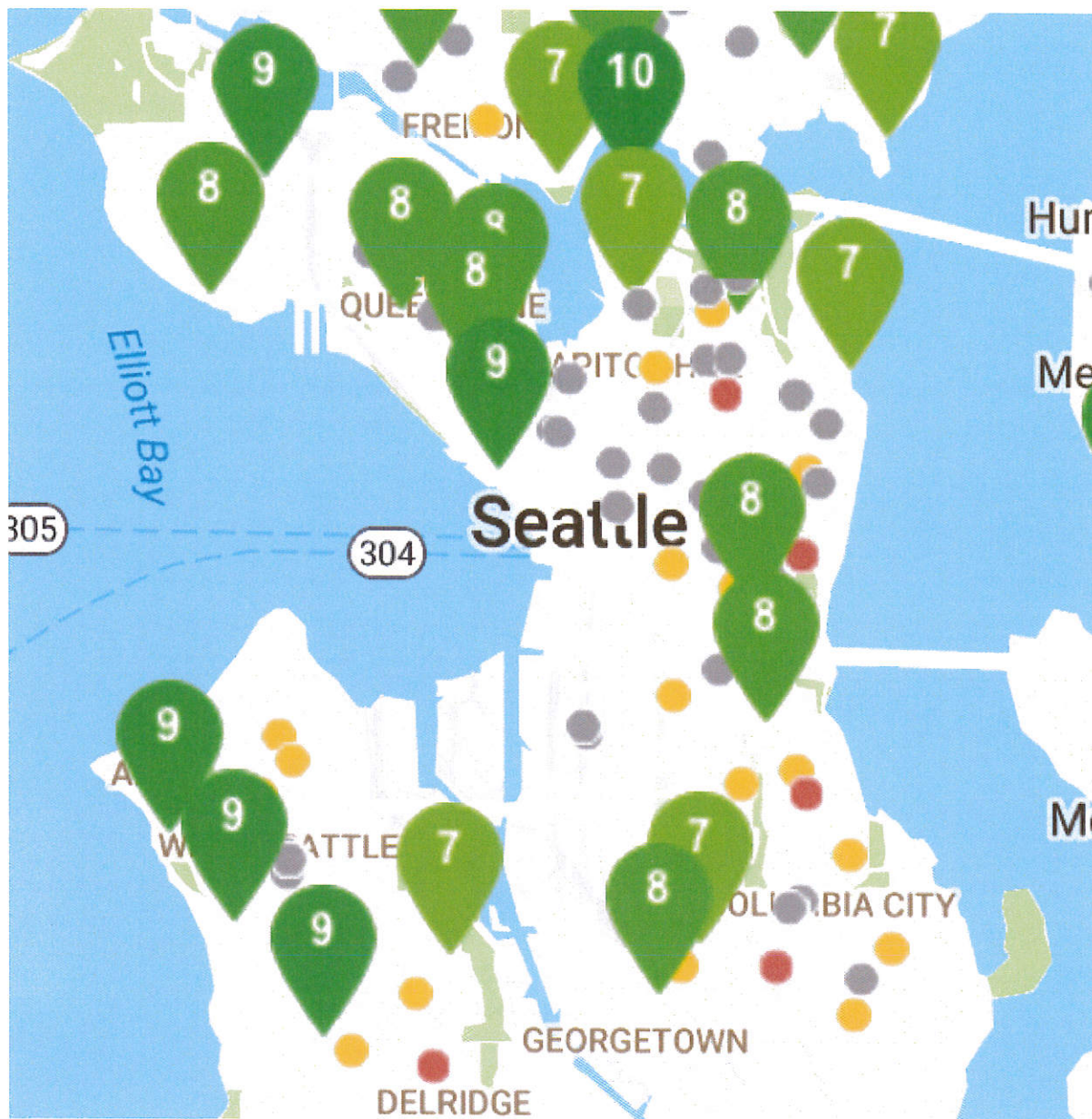
Parents who see those little yellow and red dots are bound to find them worrisome. The ever-present narrative is that you MUST send your kids to the good schools, and do whatever it takes to get them in. Or you send them to private school (which many do in Seattle). Why is this the narrative? Because that's what everyone else says and does. Because we are asking and answering other people's questions. But we need to be asking other (or at least more) questions — questions about the schools, about ourselves, and about the methods used by GreatSchools.

So what, exactly, is GreatSchools measuring? Mostly test scores, and therefore, socioeconomic status. In fact, Jack Schneider, a historian and researcher who studies schools, has written that factors schools can control usually explain only about 20 percent of a given student's test scores: what really matters is a student's socioeconomic

status. Low-income students tend to score lower than high-income students, regardless of where they go to school. Much has been written about why, and there are multiple reasons. For one, researchers have found that poverty negatively impacts kids' language environments. By contrast, middle- and upper-class parents are, from day one, cultivating their kids' language and other skills, setting them up to stay in the middle or upper class.

Certainly, the more words you know, and the more your parents and your upbringing have cultivated you for educational success, the better your test scores will be. And it is these scores that can account for a significant portion of GreatSchools' Summary Rating (47 percent of GreatSchools's rating for a "representative example" elementary school, and a whopping 72 percent if you add in "Student Progress" on tests). This means that the GreatSchools rating system is basically telling you to find high socioeconomic students and avoid lower socioeconomic students (and English language learners, kids who qualify for special education services, and so on).

I can attest that the testing situation I've just described is true for my kids. Ours is a Title I school where 65 percent of students qualify for the free and reduced-price lunch program, and, significantly, upwards of 20 percent are homeless and 40 percent turn over (i.e. leave) every year. While many students at our school do not meet the standards for their grades, my kids test fine.

GreatSchools seems to be aware that there may be a problem with their methodology: in late 2017 they adjusted their ratings to include an equity component. GreatSchools say this equity rating measures "the performance level of disadvantaged students on state tests in comparison to the state average for all students, and . . . in-school performance gaps between disadvantaged students and other students". This component accounts for about 28 percent of a sample elemantary school's rating on GreatSchools' site. (The weight of each rating component varies by state, district and even school, but the weights for each component can be found for each school at the top of its profile page.) Their website says: "We believe that every parent — regardless of where they live or how much money they make — needs reliable information in order to ensure their child is being served by their school." They have many pictures of Black and Brown families on their site.

While they may sincerely wish to effect positive change, it's worth noting that they appear to be funded by revenue from ads for private schools as well as funders like the Walton Family Foundation (a conservative philanthropic organization created by the owners of Walmart). This organization in particular has been hostile to public schools — hostile to the very idea that public schools are a common good that supports a robust, flexible, and tolerant democracy.

We also need to ask how useful these school ratings are to the Black and Brown families they picture on their website. The Go Here! Drops show up almost exclusively in majority-white neighborhoods where, in Seattle and cities like it, there is little or no affordable housing. (That school with the 10 on the map above is in a neighborhood where, as of this writing, there was nothing for sale below $1 million.) I also have to wonder how much revenue GreatSchools generates by licensing their ratings to Redfin and other real estate sites that target people who have the wealth to purchase a home in the first place. Those who can afford a home in a zone with a "good" school are not low-income or low-net-worth families. Even GreatSchools's president, Matthew Nelson, says that the best way to know if a school is right for you is to visit it and talk to people in the community. So what purpose does that single-digit rating really serve, then?

These ratings don't just oversimplify the relative quality of schools: there is evidence that they perpetuate segregation. The increasing income segregation our cities are experiencing is exacerbated by families with high incomes seeking good schools. [Mar 2019 Update: a study released in October 2018 finds evidence that online school ratings systems are accelerating segregation.] Schools are about as segregated now as they were before Brown v. Board of Education. For poor and non-poor students, school segregation increased from 1991 to 2012 by 40 percent. Real estate segregation and school segregation have long been linked: government policies, redlining, and restrictive housing covenants created a lasting phenomenon. But now, we have an app with a rating system that does the job more efficiently than ever, even if the overt racial animus that originally caused segregation has lessened.

If school ratings, especially test-score focused ratings like those calculated by GreatSchools, are a problem, how are you supposed to pick a school? First, take the two-tour pledge: set foot inside at least two different schools. You wouldn't buy a house without seeing a few in person, so why not take the same approach to your child's

education? When we were deciding on our current school, we toured schools and talked to teachers and parents. It didn't take that much time, and walking around and seeing the actual people in the building ended up being the most important factor for us.

Second, remember that parents tend to repeat the dominant narratives about a particular school whether they are actually true or not. They will tell you a school is "good" or "bad" even if they've never visited it. I noticed this when talking to other parents. People who had never set foot in our old school called it "the private school of Seattle Public Schools," probably because it was known to have high test scores and be populated by middle- and upper-class students. It was, in turn, other middle- and upper-class families who relayed this narrative. Researchers like Jennifer Jellison Holme have likewise found that families form their opinions about schools based on what other privileged parents say about them.

Finally, assess your values and your goals for your children. Like me, you probably want a lot more for your kids than high test scores. Like me, you might worry that not being around high-achieving peers, or occasionally having screen time at school (gasp!) could hurt their prospects as adults in a competitive world. The difficult truth, however, is that if your kids are socioeconomically advantaged enough, they are likely to get high test scores no matter which school they end up in. I believe that the dismantling of systems of segregation and racism is worth the anxiety we may feel about putting our children in schools with low test scores and GreatSchools ratings.

As you consider these various issues, you may want to read about how parenting to advantage your kids can actually cause harm. If it is important to you that the kids in your school be like your kid, and the families be like yours, ask yourself why — don't allow racist stereotypes to go unchallenged. Talk to some families who have chosen integrated schools, read about a Seattle parent's choice to attend a mostly Black school, and read this post on sending your privileged kids to a "low-performing" school.

For more about integration and its positive effects, read the work of Nikole Hannah Jones and this essay on how diverse schools benefit all students. Finally, never forget that integration is not about benefiting the privileged kids, or letting them see Black and Brown children in the halls on their way to their segregated advanced placement classrooms. It's about deeper and equitable learning for all students.

The decision may not be easy. We certainly spent a lot of time on ours. But I do know that a school can't be reduced to a number — my kids are not a number, and neither is any other child.

*(Note: I removed a reference to one study that showed that by the age of four, kids from low-income families may have _32 million fewer words directed to them_ than their middle- and upper-class peers. I did so because of some _problems_ with the methodology of the study, and concerns that focusing on factors like word gaps may _blame families_ for their own poverty rather than the racism, classism, and ableism rapant in this _country_.)*

Education        Segregation        Racial Segregation        Integration        Parenting

**Medium**                                                    About      Help      legal

# Implement the 2020 Colorado Academic Standards



COLORADO ACADEMIC STANDARDS
## All Students, All Standards
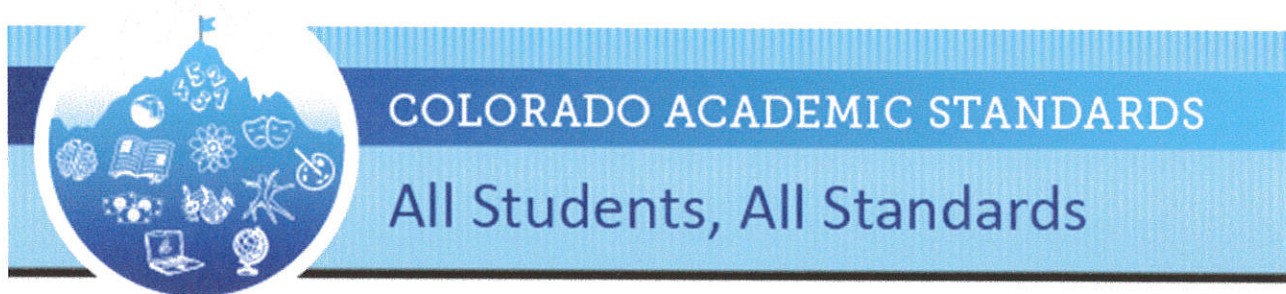
## Implement the 2020 Colorado Academic Standards

During the Spring of 2018, the State Board of Education approved revisions to the Colorado Academic Standards (CAS), as required by statute. This approval completed the first four phases of the standards review and revision timeline, moving Colorado into the final two phases ending in full implementation of the CAS. CDE's Office of Standards and Instructional Support is committed to supporting districts to take full advantage of the two-year transition period to the revised CAS, with appropriate and meaningful attention given to curriculum, instruction, assessment, professional learning, communications, and alignment of local policies and practices. CDE's support will include both online and in-person components with materials designed specifically for local school and district leaders to use with their teachers and staff.



| 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|
| **PHASE 1** Planning | **PHASE 2** Research and resource development | **PHASE 3** Review and revision | **PHASE 4** Revision approval | **PHASE 5** District transition |

**PHASE 6** Implementation

## IMPORTANT ANNOUNCEMENT

Implementation Timeline Extended for the 2020 Colorado Academic Standards for Science

Recently CDE solicited feedback on the option to extend the implementation timeline only for the science standards. As a result, full implementation of the science standards will take place in the 2021-22 school year. The Colorado Measures of Academic Success (CMAS) science assessments will transition to covering the 2020 CAS in science no sooner than the full implementation of the 2020 science CAS.

# Transition to the 2020 Standards with CDE's Professional Learning Modules

2020 CAS District Transition

## Standards

Standards - broad goals articulating what students should know, understand, and be able to do over a given time period - are the foundation of teaching and learning. For students to achieve the goals set by the standards, teachers need to be *standards-literate.* This means they must:

1. Possess working knowledge of the terms and categories that structure the standards;
2. Effectively apply standards to develop and revise curriculum; and,
3. Demonstrate best, first instruction through high impact instructional strategies inherent within curriculum aligned to the standards.

## Learning Modules

The Office of Standards and Instructional Support (SIS) has developed 17 learning modules to build leaders' and educators' standards literacy in an effort to support their understanding of the 2020 CAS. These modules were intentionally designed to support smaller and rural districts who may not have district-level content specialists, however, any and all systems can use the materials.

**The following values were drivers of this development:**

- All standards for all students
- Designed for ease of use with small rural school districts
- Takes advantage of the time available for a phased-in implementation approach
- The principal and the principal's supervisor as the unit of change
- Implementation will be designed for the unique needs of the elementary and secondary levels

**These modules will roll out in three phases:**

- **Transition Phase 1** includes the topics of disciplinary literacy and readiness. (Release Fall 2018)
- **Transition Phase 2** includes the topics of curriculum and resource alignment to the 2020 Colorado Academic Standards. (Release Winter 2019)
- **Transition Phase 3** incorporates mapping instructional strategies to the innovations within the standards for Best First Instruction. (Release Spring 2019)

## What's My Role?

Standards literacy is a **critical skill** when reading, writing and communicating about standards. In these learning modules:
- **Classroom educators and specialists** use standards literacy to ensure a strong foundation for curricular and instructional decision-making,
- **The school building learning leaders** are the primary facilitators of the learning modules and need standards literacy to support professional discourse, and

- **District curriculum leaders and content specialists** ensure that multiple sites use the learning modules in a way that balances building a common language and understanding with local contexts and needs.

SIS **highly recommends** that each learning module is delivered in sequence using dedicated time during staff meetings or professional development days **and** that the learning leader (Fullan, 2014) of the school is responsible for facilitating each learning module. This co-learning model is shown to have significant, positive effects on student achievement (Robinson, 2007).

Each of the modules begins with goals and objectives to establish a purpose for learning. Then the module will explore the skills, concepts, and knowledge educators will need to demonstrate their progress towards standards literacy as measured by a variety of formative assessments. Embedded in each module are instructional strategies based in disciplinary literacy, including close reading; analysis of text and text structure; compare/contrast; critique; distinguishing fact, opinion, and reasoned judgment; and thinking, writing, and speaking in discipline/content-specific ways.

This professional development also includes a comprehensive Standards Implementation Facilitator's Guide and opportunities for educators to give direct feedback to the standards and instructional support team. These materials will be considered "living resources" and will be updated based on feedback to be responsive to needs. If a resource set is updated there will be an "updated" icon and date to track versions.
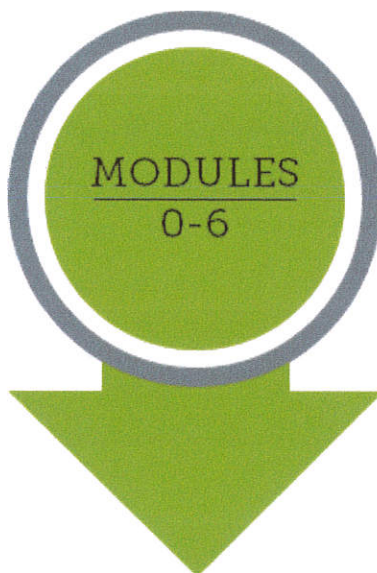
MODULES
0-6

## Modules 0-6

Transition Phase 1 includes the topics of disciplinary literacy and readiness.

0. Introductory Module: 2020 CAS Implementation

1. An introduction to Disciplinary Literacy (Featuring a Pre-Assessment to establish a baseline of teachers' standards literacy and the overall purpose and the definition of standards literacy and how utilizing these Modules will help to prepare educators to implement the 2020 CAS)

2. An introduction to Standards Literacy

3. A historical perspective of the development and revision of the CAS

4. Differences between the 2009/2010 CAS and the 2020 CAS

5. A close read of the 2020 CAS
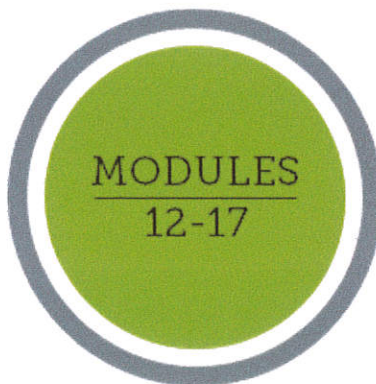
6. Connections within the standards pages

*Click on the green icon to be directed to the professional development platform. You may enter as a guest. Once you have successfully completed all modules in succession, you will have an opportunity to offer feedback.*
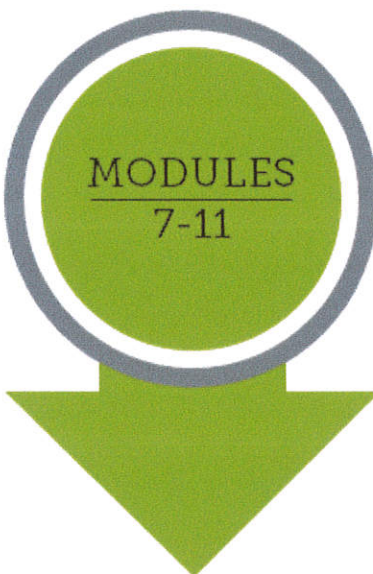


MODULES
7-11

## Modules 7-11

Transition Phase 2 includes the topics of curriculum and resource alignment to the 2020 Colorado Academic Standards

7. Introductory Module

8. Interpreting the Standards

9. Mapping 2020 Standards to current curriculum

10. Gap analysis of current curriculum

11. Creating a plan to fill the gaps



MODULES
12-17

## Modules 12-17

Transition Phase 3 incorporates mapping instructional strategies to the innovations within the standards for Best, First Instruction.

> 12. Introductory Module
>
> 13. Best, First Instruction
>
> 14. High-Impact Instructional Strategies
>
> 15. Attending to the innovations within the standards
>
> 16. Classroom Instruction
>
> 17. Now Are You Standards Literate?

### 2020 CAS District Implementation

## Alignment to Colorado Measures of Academic Success

The Colorado Measures of Academic Success (CMAS) assessments will be reviewed for their alignment to the revised standards and any needed adjustments will be made accordingly with inclusion in the scored assessments expected no earlier than 2020-21.

Approaches to assessment revisions may differ across the content areas and/or grades depending on the level of modification required.

Any needed revisions to CoAlt are anticipated to be reflected on the same schedule as CMAS.



## Standards and Instructional Support Newsletter

Read the Newsletter

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