School Accountability (SAC) Training Agenda
September 13, 2018
Tesla Professional Development Center
6:00pm – 8:00pm
Room 116/129

6:00 – 6:10pm (room 116/129)	**Welcome, Introductions, Vision for DAC and SACs** Dr. Parth Melpakam – DAC Chairperson
6:10 – 6:25pm (room 116/129)	**Mr. Michael Thomas – Superintendent – Welcome and Vision**
6:25 – 6:30pm (room 116/129)	**Testimonial –North MS - Success on School Performance Framework (SPF)** – Chris Kilroy

Session 1:   6:35 – 7:10pm
1. **SAC 101** –Dr. Ed Plute (room 110)
2. **ACT Development/UIP** - Jeremy Koselak (room 111)
3. **Briefing on School Performance Framework (SPF)** – Lyman Kaiser (room 112)
4. **Galileo K-12 – New Assessment Plan** – Eric Mason (room 113)
5. **Peachjar/Communication/Volunteers** – Devra Ashby/LouAnn Dekleva (room 134/135)

Session 2:   7:15 – 7:50pm
1. **SAC 101** –Dr. Ed Plute (room 110)
2. **ACT Development/UIP** - Jeremy Koselak (room 111)
3. **Briefing on School Performance Framework (SPF)** – Lyman Kaiser (room 112)
4. **Galileo K-12 – New Assessment Plan** – Eric Mason (room 113)
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7:55 – 8:00pm   **Conclusion - room 116**

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

Welcome to School Accountability Committee (SAC) training night, September 13, 2018. The intent of SAC trainings is to provide you, as volunteers from your school, with the information you need so your school can have a highly functioning SAC, leading to increasing student achievement. To help you choose the session that interests you the most, brief descriptions of the five sessions offered this evening are below:

1. **SAC 101** – SAC Basics, for all new SAC members
   This session is for everyone who is new or with little experience with School Accountability Committees (SAC). The material is introductory, covering the why, who, what and how of the accountability process. This session will inform you how, through the accountability process, you can contribute to the success of the students at your school.

2. **D11 ACT Schools Improvement Plan Development/Relation to USIP**
   District Eleven has identified schools, per applicable criteria, as ACT schools. ACT stands for the three areas known to have the most leverage for schools: Academic Systems, Culture of Performance, and Talent Development. This ACT framework, with the associated processes, has proven very successful for the schools. Inherent in the ACT processes is a structured data analysis that drives an improvement process. This session will discuss the ACT school processes for improvement plan development for 18-19, and how they can be used in a district-wide process to write better Unified School Improvement Plans (USIP) that are at the heart of School Accountability and your SAC. Some experience with education will be helpful for this session.

3. **Briefing on School Performance Framework (SPF) and Student Growth Data**
   How students are achieving at your school is a major topic of discussion at SAC meetings. The School Performance Framework (SPF) and associated performance rating is a highly visible accreditation measure issued by the Colorado Department of Education (CDE) each year. This session will discuss the data and weighting that is used within the SPF, with a focus on student growth data (Colorado Growth Model) and how it applies to your school. Participants will be provided current SPF and growth data for their schools. Relation to the USIP will also be discussed.

4. **Galileo K-12 – New Standards Aligned District Benchmark (ADB) Assessment Plan**
   The state annually assesses students with Colorado Measures of Academic Success (CMAS) standardized tests. This school year (2018-2019) begins the full implementation of a D11 standards Aligned District Benchmark (ADB) testing program using Galileo K-12 to be given on a quarterly basis (grades 2 – 8) for progress monitoring. This session will describe the implementation of the D11 ADB plan, and how the schools/SACs can use the data for monitoring student achievement improvement in relation to USIP goals. Thoughts on expansion to high school PSAT/SAT support will be addressed briefly.
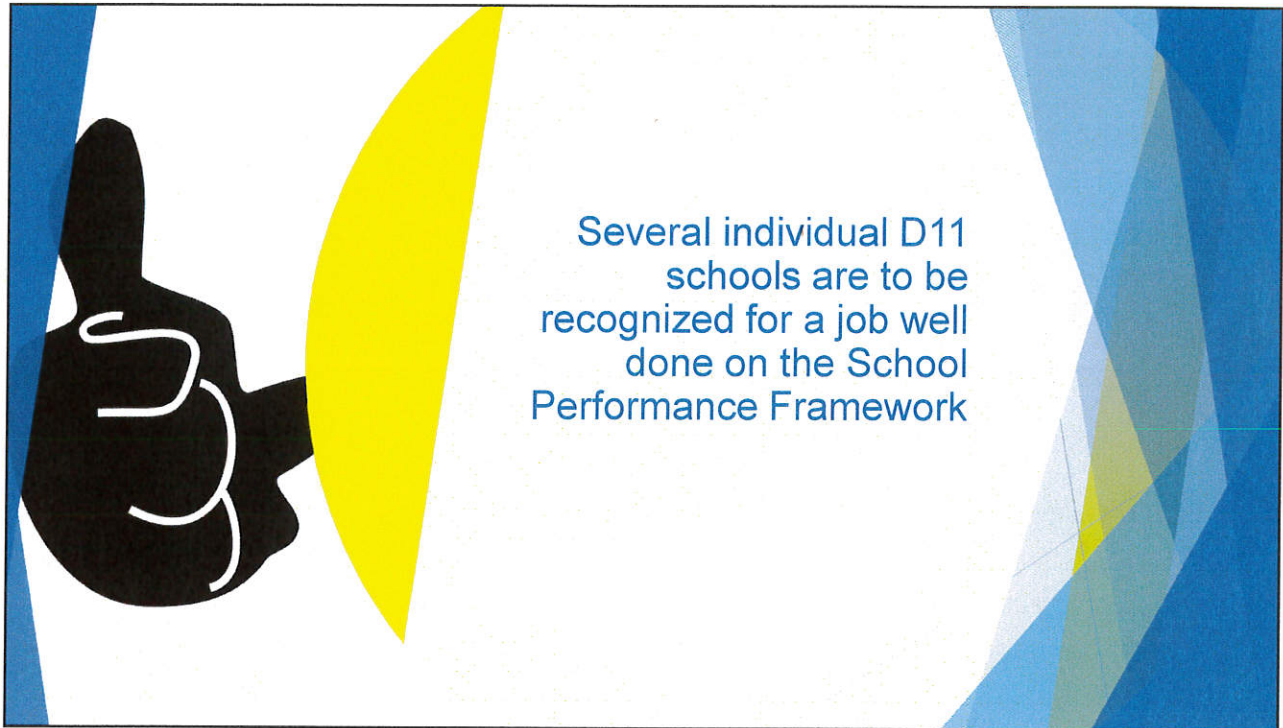
5. **Peachjar/Communication/Volunteers**
   Communication between school and parents, and teachers and parents are a key part of student achievement. If you ever wondered how you can effectively communicate with your school and the teachers, or don't know what a "peachjar" is, this session is for you. This session will discuss all avenues of communication within the district, and how to use them effectively in parent-teacher communication. It will also discuss how the SACs can communicate with the school community.

The District Accountability Committee Celebrates the School Year 2017-2018 Achievements on the Colorado Measures of Academic Success

COLORADO SPRINGS

SCHOOL DISTRICT 11

D-11 District-Wide Achievement per the Colorado School Performance Framework

- Reduction in schools on Priority Improvement or Turnaround from 10 schools to ONLY 3 schools!!

- ACT schools from 2 schools who achieved a Performance to 6 schools who are now at the Performance level of achievement

- Expectation of D-11 to have about 70% of our schools at the Performance level of achievement. This is the highest percentage since the School Performance Framework was started

Several individual D11 schools are to be recognized for a job well done on the School Performance Framework

Increase in School Performance Framework Points

- Queen Palmer Elementary School
- McAuliffe Elementary School

Sustained School Performance Framework Results

- Henry Elementary School: Earned Performance Results for the 3rd consecutive year!
- Carver Elementary School: Earned Performance Results for the 2nd consecutive year!

Improvement in School Performance Framework Overall Scores for D11 ACT Schools

- Mann Middle School & Adams Elementary School: From Priority Improvement to Improvement
- West Elementary School & Sabin Middle School: From Turnaround to Improvement
- Madison Elementary School: From Improvement to Performance
- Rogers Elementary School & Monroe Elementary School: From Priority Improvement to Performance
- North Middle School : From Turnaround to Performance

Improvement in School
Performance Framework
Overall Scores for D11 Non-
ACT Schools

- Howbert Elementary School, Jackson
  Elementary School, Roosevelt
  Elementary School
- West Middle School
- Palmer High School
- Odyssey ECCO

All of these schools saw an increase in
student results from Improvement to
Performance!!

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

- Chipeta Elementary School – 83.6%
- Columbia Elementary School – 91.2%
- Scott Elementary School – 89.0%
- Steele Elementary School – 88.1%
- Academy ACL Charter School – 92.9%

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9/10/2018

Training for Effective SACs

School Accountability Committee Training Night
September 13, 2018
Ed Plute
District Accountability Committee Member
Chair, DAC Achievement and Accreditation Committee

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

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

1

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

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?
D11 Reg. AE-R-2
D11 SAC Handbook for 2018

❖ Adopt rules of operation (by-laws)

❖ Advise the principal with respect to "priorities for the expenditures of school funds"

❖ Advise the principal with respect to the school's Unified School Improvement Plan (USIP)

❖ Develop additional areas of study to address the educational needs of the school

Training for Effective SACs

What does a SAC do?

CDE District Accountability Handbook 2018

❖ Similar to D11 policy with additional emphasis on parents, specifically addresses:

- Implementing a parent engagement policy

- Increasing parent engagement with teachers including READ plans, Individual career and academic plans (ICAP)

Good reference:

www.cde.state.co.us/accountability/district_accountability_handbook2018-19

Training for Effective SACs

What does a SAC do?
Roles and Responsibilities

- ❖ SAC roles and responsibilities are defined by state law and D11 policies
- ❖ 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

- ❖ 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

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?

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

❖ 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
  FERPA – Federal Educational Rights and Privacy Act

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?

❖ This school year (2018-2019) begins 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.

Training for Effective SACs

What does a SAC do?
Accreditation

❖ Accreditation is given 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)

❖ Future SAC trainings will be 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 is due to the district end of
   September 2018

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**

DAC
ACT Plan Development (USIP) & Tiered School Improvement Model

Sept 13, 2018

Jeremy Koselak

System Improvement Specialist

Operations and District Support

Culture of Performance

Talent

Academic Systems

Colorado Springs School District 11

Agenda

- Overview of ACT USIP Development (EOY)
- Celebrations and Goals
- CMAS Data Analysis (BOY)
  - Support with Goal Setting
  - ACT Plan adjustment
- ACT Criteria and shifting toward a tiered model

2-Day Flow of Work (June 4-5)

- 17-18 EOY Plan Review
- Data Dive
- Root Cause
- Draft New 18-19 ACT Plan
- Consultancy
- Finish ACT Plan
- Schedule Plan Review Cycles
- Resource & PD Requests
- Communication Plan
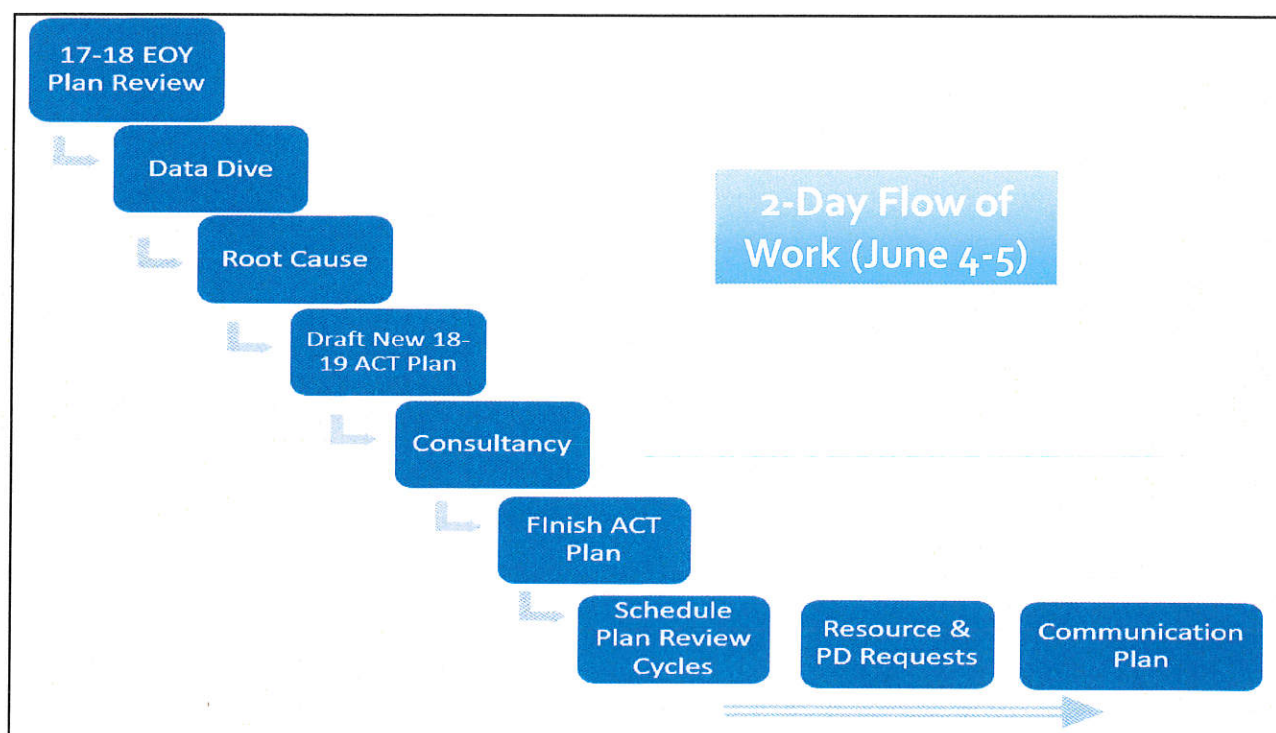
Strategic Performance Management

Strategic Performance Management (SPM) **weds strategic planning with performance management** in a living system that provides direction for people's work while allowing for innovation and course adjustment to produce better results more efficiently.

SPM includes elements of strategic planning and connects them to performance measures, productivity considerations, and ongoing processes for gauging progress, improving practice, and exceeding expectations.

Sam Redding & Allison Layland, BSCP

System for Performance Management

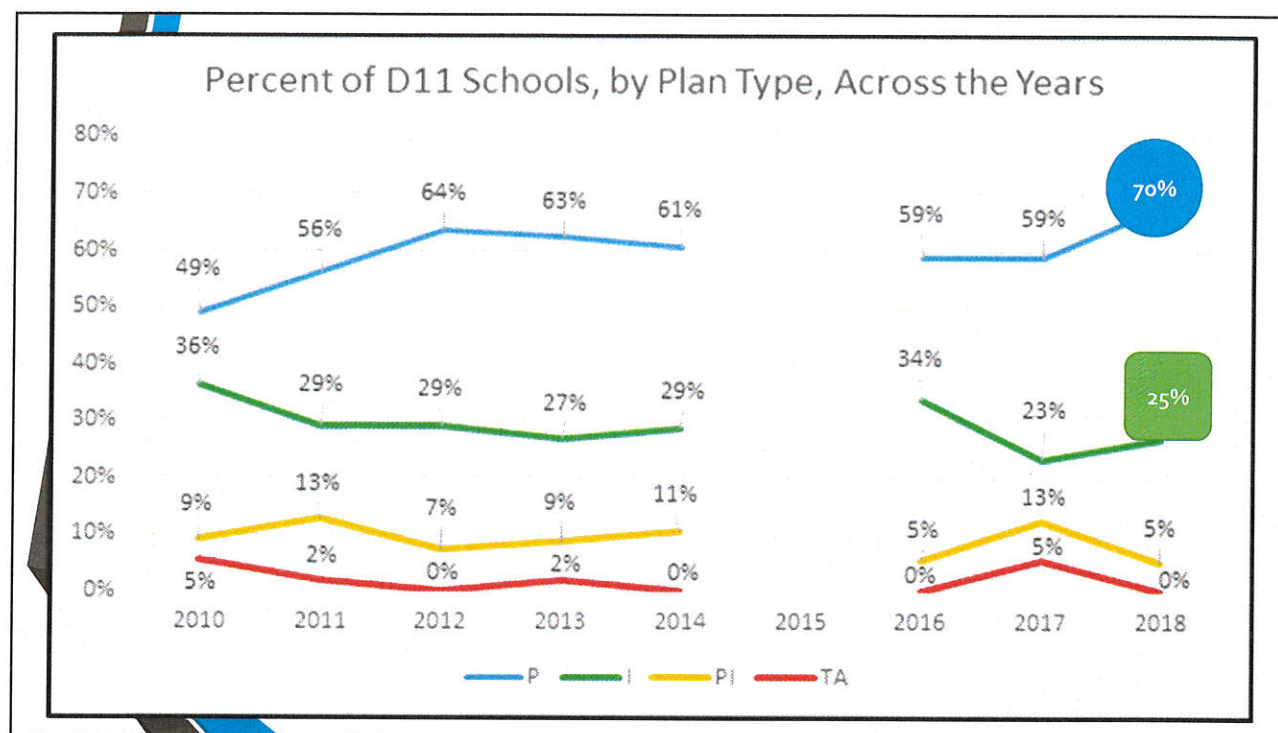| Vision for Success	Timely Goals	Systems to Monitor	Time to Check Progress
What will success look like at the end of the year?	Backward mapping from your vision, utilize your systems to create regular, timely goals.	What data will you collect on a regular basis to know if you are successful?	How and when will you discuss implementation data? How will you know the actions to take?

Celebrations

- The district went from **10 schools on the clock (Priority Improvement or Turnaround) to only 3** at Priority Improvement (0 at Turnaround)--*from 13% to 5%*

- ACT Schools—**From 2 at Performance to 6**

- Much better MGP and Scale Score Performance in both Math and ELA across nearly all grades and subgroups

Percent of D11 Schools, by Plan Type, Across the Years

Legend: P — I — PI — TA

(Data points)

P (blue): 2010: 49%, 2011: 56%, 2012: 64%, 2013: 63%, 2014: 61%, 2016: 59%, 2017: 59%, 2018: 70%

I (green): 2010: 36%, 2011: 29%, 2012: 29%, 2013: 27%, 2014: 29%, 2016: 34%, 2017: 23%, 2018: 25%

PI (yellow): 2010: 9%, 2011: 13%, 2012: 7%, 2013: 9%, 2014: 11%, 2016: 5%, 2017: 13%, 2018: 5%

TA (red): 2010: 5%, 2011: 2%, 2012: 0%, 2013: 2%, 2014: 0%, 2016: 0%, 2017: 5%, 2018: 0%

Celebrations for ACT Schools—Story behind the numbers...

- Queen Palmer and McAuliffe both increased SPF points
- Henry remained at Performance for the 3rd consecutive year (Carver at Performance for 2nd straight year).
- Mann and Adams went from PIP to Improvement (+1)
- West ES and Sabin MS went from Turnaround to Improvement (+2)
- Madison went from Improvement to Performance (+1)
- Rogers and Monroe went from Priority Improvement to Performance (+2)
- North went from Turnaround to Performance (+3)

And we know we can do better...
Our 2018-19 Goals (From Good to Great)

➤ **From 3 to O ACT Schools "On the Clock"**

➤ **From 6 to 10 ACT Schools at Performance**

➤ **At least 40 D11 Schools at Performance**

State Results Data Dig Materials

State Results Data Dig

- **Review the data set. What parts of the data catch your attention?**
- **Just the facts**—avoid drawing conclusions or making recommendations.
- **Develop your hypothesis. What story does the data tell?**
- **Inferences, Cause/Effect, Relationships**
- **What good news is there to celebrate?**
- **Reflect on the work your school has implemented over the past year.**

State Results Data Dig (Step 4)

- Consider [
- What inst
- Narrow th

Mathematics

Colorado Springs School Distict #11

Grade 5 Math - Schedule of Assessed Standards
Aligned District Benchmarks 2018-19

Cluster	Standard	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	
Additional 5.OA.A	5.OA.A.1				4 items	Use pare
	5.OA.A.2				4 items	Write an
Supporting 5.OA.B	5.OA.B.3				4 items	Generat
Major 5.NBT.A	5.NBT.A.1		3 items			Recogniz
	5.NBT.A.2		3 items			Explain &
	5.NBT.A.3	See 5.NBT.A.3a b				Read, wr
	5.NBT.A.3a	5 items				Read, wr
	5.NBT.A.3b	5 items				Compare
	5.NBT.A.4	9 items				Round d
Major 5.NBT.B	5.NBT.B.5	This fluency standard is better assessed by classroom methods.	This fluency standard is better assessed by classroom methods.	This fluency standard is better assessed by classroom methods.	This fluency standard is better assessed by classroom methods.	Multiply
	5.NBT.B.6			4 items		Divide w
	5.NBT.B.7	8 items	6 items	6 items	5 items	Compute
Major 5.NF.A	5.NF.A.1	9 items		5 items		Add/sub
	5.NF.A.2	9 items		4 items		Solve wc
	5.NF.B.3		6 items			Interpret
	5.NF.B.4		See 5.NF.B.4a b	See 5.NF.B.4b	See 5.NF.B.4b b	Multiply

State Average
District Average
School Average

State Results Data Dig (Step 5)

What else do we need to know related to this instructional focus?

- **Instruction Analysis**
- **Item Analysis**

State Results Data Dig
Step 6

- **What recommendations does the team have for addressing the instructional focus?**
  - Instructional Planning
  - Formative Assessment Planning

Step 7

Next Steps	Date Due

Data Norms

- We don't own the data—we own our response to it.
- No judgement, only seek to get better
- Assume positive intentions
- Be brutally honest and optimistic
- Focus on systems and adult behaviors, not blaming students/families (no excuse mentality)
- Use the protocol to guide the conversation (trust the process)
- Ask for help if you get stuck!
- Work towards the 6th Phase of Adopting Data Driven Instruction: "Changing teaching practice and improving student learning."

Six phases of adopting data-driven instruction

Challenging the test	"Question #3 is poorly worded." "Answer 'b' is a trick answer." "The students made silly mistakes."
Feeling inadequate or distrustful	"How can two questions show what students know?" "We don't teach it in this format."
Confusion, overload	"This is too much!" "How can I really use all of this?"
Analytical but surface	"Students do poorly on word problems, so we'll do more word problems." "We need more reading."
Looking for causes	"The wrong answers show that students are struggling to synthesize the information from the passage."
Changing teaching practice and improving student learning	"I need to write lesson plans that differentiate." "I need to adjust my texts to be more complex."

6

ÄNet

ACT Plan Revisions due (as part of USIP) by Sept 28:

1. Does the CMAS data confirm/contradict the ACT Goals set on June 4/5?

   - Triangulate with GK12 from 2017-18 & Adjust if necessary

2. Look carefully at your EOY Goals and Implementation Benchmarks

   - Are they all **outcomes-based** (not inputs—those should be listed as action steps)
   - Should contain both Adult Outcomes **and** Student Learning Outcomes
   - How are you measuring the adult outcomes? Does the staff know your plan and how goals are being measured?

EOY Goal Considerations

Tell you if you were successful (**measurable***)

Are **high impact** (you care about it!)

Are **actionable**

Are reasonable and systematic (**you will actually collect it!**)

Inputs

resources & activities invested in a particular program or strategy; usually knowable at the beginning of a cycle; a measure of effort applied (ACT PM **Tool** = Action Step)

Outcomes

the impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary (ACT PM **Tool** = End of Year Goal/IB)

Examples (EOY Goals)

80% or more of classroom teachers will effectively implement aligned instructional plans, using a commonly developed template, in the ELA classroom and in small groups as determined by walkthroughs.

100% of teachers will utilize at least 1 identified Teach Like a Champion engagement strategies on a daily basis as measured by reviewed weekly lesson plans and classroom walk-throughs.

End of Year Goals (What will success look like?)	Decrease Out of School Suspensions by 5% from the previous school year. Decrease In School Suspensions by 7% from the previous school year.			
	Decrease chronic absenteeism to 10% or less for the 2017-2018 school year. For the 2018-2019 school year, our goal is to decrease chronic absenteeism to 8% or less.			
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Implementation Benchmarks (Evidence for monitoring progress)	Decrease out of school suspensions by 2% for Q1 as compared to Q1 from the previous school year. Decrease in school suspensions by 3% for Q1 as compared to Q1 from the previous school year.	Decrease out of school suspensions by an additional 1% for a total of 3% by the end of the second quarter. Decrease in school suspensions an additional 1% for a total of 4% by the end of the second quarter.	Decrease out of school suspensions by an additional 1% for a total of 4% by the end of the third quarter. Decrease in school suspensions by 2% for a total of 6% by the end of the third quarter.	Decrease out of school suspensions by an additional 1% for a total of 5% by the end of the fourth quarter. Decrease in school suspensions by an additional 1% for a total of 7% by the end of the fourth quarter.
	Meet with 100% of students identified in the chronic absentee report for the previous school year. Review attendance expectations, develop improvement plan and make referrals.	100% of students on attendance contracts will meet twice monthly with community supports or adminstration to ensure strategies and interventions are in place to improve student attendance. Based on end of quarter one chronic absentee report, 100% of students identified will be placed on an attendance contract.	100% of students on attendance contracts will meet twice monthly with community supports or adminstration to ensure strategies and interventions are in place to improve student attendance. Based on end of quarter two chronic absentee report, 100% of students identified will be placed on an attendance contract and/or referred for truancy.	Decrease chronic absenteeism to 10% or less for the 2017-2018 school year.

Schedule your Quarterly Step Back

- Expectations:
  - Keep up with Culture and Academic Data tabs (monthly and quarterly)—how are we doing with our student data?
  - Keep up with Action Steps and Implementation Benchmarks—how are we doing with our plan?
  - Communicate:
    - Keep your leadership team involved and up to date (at least monthly)
    - And your staff up to date on plan progress at least quarterly
- Consider step back timing with ADB Q1 analysis
- Align with CDE and ANET as appropriate

Student Achievement Data Type			Grade Level, Subgroup	EOY 16-17	EOY 17-18	August (Screener)	September	October (10/1-10/12)	November	December (3-14)	January	February (2/25-3/8)	March	April	May (4/30-5/10)	EOY Goal
	District Benchmark (DB) Interim Assessments	GK12/DAB = % Passing at L4 & L5 (pie chart, sum of blue and purple) Based on Spring EOY only	3	41.7	38.2											
			4	41.3	36.8											
			5	33.3	32.1											
		% at low risk (green cylinder on ATI) Based on F/W/S	3	16.3	10.3											
			4	7.8	11.4											
			5	9.8	4.6											
		% at moderate to high risk (sum of red and yellow cylinders) Based on F/W/S	3	55.7	65.5											
			4	57.8	59.0											
			5	72.5	68.7											
ELA	Aims Web Plus	Average Percentile	3													
			4													
			5													

SPF % of Points Earned

Designing a New ACT Identification Process and Tiered Supports for Schools

Push Toward Inclusion of Trends in Growth and Achievement over multiple years

Exit Criteria with sustaining Performance (fade away supports)

Tiered supports based on school level of needs:
- Intensive
- Targeted
- Watch

Criteria	Schools are identified as ACT school based on <u>3 or more applicable criteria</u> OR has a Priority Improvement School/Turnaround Designation: 1. Priority Improvement/Turnaround 2. PARCC- ELA less than 40th Percentile 3. PARCC-MATH less than 40th Percentile 4. Using 3 1-year SPF's the school was in Improvement or lower for 3 years 5. Only Title Schools would have this indicator-Factoring in for FRL, the school was below expected ACHIEVEMENT on PARCC **Exit Criteria** • 3-year partnership • 2 or 3 consecutive years at Performance status or higher • Math and ELA scores above 40th percentile • Move to Watch status

FRL % (17-18)	Annual Rate of FRL % Change	Title I 2017*	Total PPE (2011)	Total PPE (2012)	Total PPE (2013)	Total PPE (2014)	Total PPE (2016)	Total PPE 2017	Total PPE 2018	Final Rating - 2017 (CDE, ESSA*)	Projected Final Rating - 2018 (CDE, ESSA*)	Annual Rate of SPF Change 2011-18	Trend Graph 2011-18	2018 ELA Scale Score	2018 Math Scale Score	Total 2018 Avg Scale Score	ELA SS Gain 17 to 18	Math SS Gain 17-18	SPF Change (17 to 18)	ELA MGP (2018)	Math MGP (20-18)	2018-19 Proposed ACT Status
78%	-1.2%	Title I	70	55	55	57	54	51	49.4	IP	IP	-2.4		732	733	1465	0	3	-1	43	49	ACT Targeted
65%	1.2%	Title I*	68	67	71	66	51	63	53.8		P	-2.5		742	741	1483	-2	-1	-9	37	40	ACT Targeted
31%	0.6%	No	62	67	68	58	73	55	49.7	PP: LP	IP	-2.0		746	736	1482	2	-2	-6	33.5	36	ACT Targeted
62%	0.1%	No	78	80	71	59	51	60	43.8	PP	IP	-5.8		734	722	1456	-3	-5	-17	37.5	30.5	ACT Targeted
64%	-0.1%	No	72	68	75	72	49	64	45.0	PP: LP	IP	-4.1		734	739	1473	-8	3	-19	26	45	ACT Targeted

The Role of the SAC and the USIP
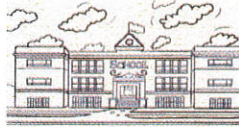
School Accountability Committee Training Night

September 13, 2018

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

The Role of the SAC and the USIP

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?

The Role of the SAC and the USIP

Tonight's Topics

History
Overview of the UIP (Unified Improvement Plan)
School Improvement Planning Process
Structure of the UIP State Template
Challenges
Making UIPs succeed ⟹ SAC
Key Points
Concluding Remarks

Excellent Reference:
District Accountability Handbook, Version 8.0, August 2018
https://www.cde.co.us/accountability/district_accountability_handbook2
018-19

The Role of the SAC and the USIP

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

Based on Points Earned, Assign an Improvement Plan Type
The Unified Improvement Plan (UIP) for Accountability
- Performance
- Improvement
- Priority Improvement
- Turnaround

The Role of the SAC and the USIP

Overview of UIP

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

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

Needs Assessment

Prioritize Needs (SAC)

For Each Identified, Prioritized Need, Identify the Root Cause

Identify Strategies to Remove the Root Cause

Actions to put strategies into place

Specify measures to confirm/deny if strategies (via actions) are working

Monitor Actions (SAC) Are they being done? How do you know?

Evaluate Strategies (SAC) Do the strategies improve the identified need?

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?

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

The Role of the SAC and the USIP

Challenges to making all of this work:

- Human nature (change)
- Timelines
- Dynamic nature of things (change) and Sustainability
- Interim Measures

The Role of the SAC and the USIP

Timing - Compliance

Late July/ Early August – CDE releases CMAS data and Initial SPFs

October 15 – Submission to state on Requests to Reconsider

September 28 – USIPs submitted to D-11

December 13 – CDE assigns final accreditation category

January 15 – Priority Improvement and Turnaround Plans submitted to state

April 15 – Performance and Improvement Plans submitted to state

The Role of the SAC and the USIP

Dynamic Nature of Things and Sustainability

State changes the way it measures "success"
- CSAP, TCAP, CMAS
- ACT, SAT,PSAT

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

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.

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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.

Pay careful attention to trying to identify/develop timely/forward interim measures and results monitoring.

NOTE: This school year (2018-2019) begins 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.

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.

The Role of the SAC and the USIP

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Understanding Growth and School Performance Frameworks

School Accountability Committee Training Night

September 13, 2018

Ed Plute & Lyman Kaiser
District Accountability Committee Members
Chair, DAC Achievement and Accreditation Committee
Chair, DAC Training and SAC Support Committee

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.

Understanding School Performance Frameworks

Academic Growth – High Schools

SPF Points for Academic Growth (30%) for High Schools will be based on:
- PSAT9
- PSAT10
- SAT

PSWR – High Schools

SPF Points for (PSWR) Post Secondary Work Readiness (30%) are based on:
- Graduation Rates
- Graduation Rates for historically disadvantaged student groups
- Dropout Rates
- Colorado SAT mean scale scores
- Matriculation Rate

Understanding School Performance Frameworks

SPF POINTS EARNED ARE WEIGHTED			
Elementary And Middle Schools	Academic Achievement	Academic Growth	
	40%	60%	

High Schools	Academic Achievement	Academic Growth	Postsecondary And Workforce Readiness
	30%	40%	30%

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

Achievement Cut Points:
- $\geq 85^{th}$ Percentile = Exceeds
- $\geq 50^{th}$ Percentile but < 85th Percentile = Meets
- $\geq 15^{th}$ Percentile but < 50th Percentile = Approaching
- Below the 15th percentile = Does Not Meet

Academic Growth (Median Growth Percentile) Cut Points:
- $\geq 65^{th}$ Percentile = Exceeds
- $\geq 50^{th}$ Percentile but < 65th Percentile = Meets
- $\geq 35^{th}$ Percentile but < 50th Percentile = Approaching
- Below the 35th percentile = Does Not Meet

Postsecondary and Workforce Readiness: See Scoring Guide

Understanding School Performance Frameworks

	2016 Achieve	2016 Growth	2016 Total	2016 Plan Type	2017 Achieve	2017 Growth	2017 Total	2017 Plan Type
West ES	19.3	22.5	41.8 *	Imp.	15.7	15.0	30.7	Turn.
North MS	18.8	25.7	44.5	Imp.	17.8	15.0	32.8	Turn.
Sabin MS	17.8	30.5	48.5	Imp.	16.7	16.3	33.0	Turn.

* = successful requests to reconsider

Maximum Weighted Score (ES and MS)
Achieve = 40 Growth = 60 Total Possible = 100

SPF Plan Type	Cut Off Scores
Performance	53.1-80.0
Improvement	42.1-53.0
Priority Improvement	34.1-42.0
Turnaround	25.0-34.0

Understanding School Performance Frameworks

	2016 Achieve	2016 Growth	2016 Total	2016 Plan Type	2017 Achieve	2017 Growth	2017 Total	2017 Plan Type
ES	30.0	60.0	90.0	Dist.	27.2	22.5	49.7	Imp.
ES	19.1	53.3	72.4	Perf.	21.6	36.0	57.6	Perf.
Henry ES	24.7	53.1	76.2	Perf.	24.7	59.3	84.0	Dist.
ES	30.0	52.5	82.5	Dist.	19.6	52.5	72.1	Perf.
ES	32.4	51.8	84.2	Dist.	29.6	29.3	72.1	Perf.
ES	28.6	51.8	80.4	Dist.	28.6	30.0	56.9	Perf.
Edison ES	25.3	46.9	72.2	Perf.	27.5	52.9	75.4	Perf.

Colorado's System for Identifying Schools for Support and Improvement

COLORADO
Department of Education

Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Successful schools and districts are recognized and serve as models, while those that are struggling receive support. As required by state and federal laws, Colorado identifies those schools and districts for support based on their overall performance, graduation rates and/or performance of historically underserved students. Schools and districts that fall into one or more of these three categories receive a variety of supports and resources.

Identification of schools for support and improvement through state and federal laws

IDENTIFICATION

SUPPORTS AND RESOURCES

OVERALL PERFORMANCE

PERFORMANCE OF HISTORICALLY UNDERSERVED STUDENTS
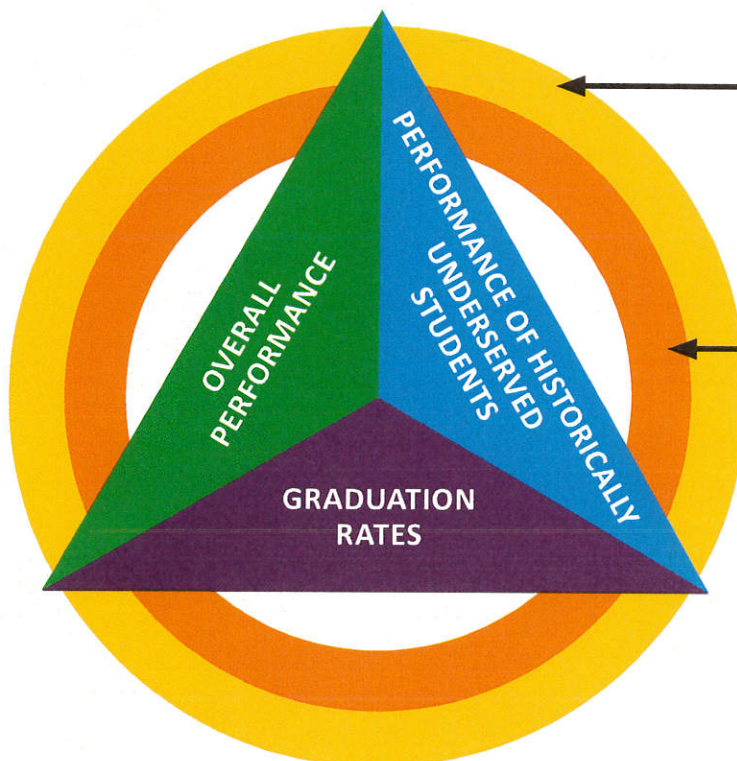
GRADUATION RATES

Unified Improvement Planning

Schools and districts are required to work with staff and families to create an improvement plan.

Streamlined Supports

Schools and districts identified for improvement receive a wide range of support and resources customized to their needs.

Continued Low Performance

Schools and districts that continue to struggle with student performance over a number of years must take additional actions to improve.

OVERALL PERFORMANCE

Each year, Colorado schools and districts receive performance ratings to let them and their communities know how well they are doing. The ratings are based on achievement and growth on state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The r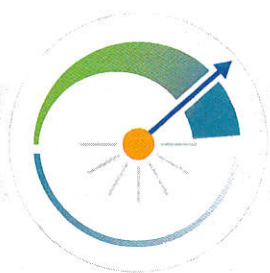atings help the Colorado Department of Education and State Board of Education make decisions about how to help struggling schools.

State assessments used for accountability include:

- Colorado Measures of Academic Success (CMAS) in math and English language arts – 3rd through 8th grade
- CMAS science – 5th, 8th and 11th grades
- PSAT – 9th and 10th grade
- SAT – 11th grade

Overall school performance ratings are based on three categories of performance:

ACADEMIC ACHIEVEMENT

Average scores on state assessments

- CMAS assessments in English language arts, math and science
- PSAT

For all students and disaggregated student groups

ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next. Growth is calculated on the following assessments:

- CMAS assessments in English language arts and math
- PSAT and SAT
- ACCESS assessment for all students who are still learning the English language

For all students and disaggregated student groups

POSTSECONDARY READINESS

High school and district ratings depend on the following factors which represent how well schools are preparing students for college and the workforce.

- Graduation rates
- Dropout rates
- Average scores on the SAT
- Matriculation into a college or career certificate program

For all students and disaggregated student groups

How Scores are Weighted for Elementary and Middle Schools

40%
60%
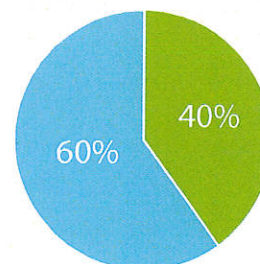
- Academic Achievement
- Academic Growth
- Postsecondary Readiness

How Scores are Weighted for High Schools and Districts

30% 30%
40%
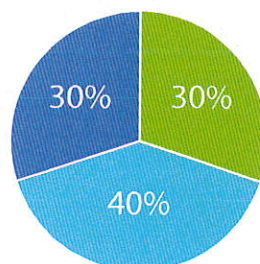
GRADUATION RATES

In addition to the state's accountability law, the federal Every Student Succeeds Act (ESSA) law requires CDE to identify schools and districts for improvement if they have low graduation rates. Both four- and seven-year graduation rates are used to identify schools and districts in need of support:

Less than 67 percent of students graduating within four years

Less than 67 percent of students graduating within seven years

Comprehensive support and improvement

PERFORMANCE OF HISTORICALLY UNDERSERVED STUDENTS

ESSA also requires CDE to identify schools in need of support based on performance of specific group(s) of students.

ACADEMIC ACHIEVEMENT

Average scores on state English language arts, math and science assessments

ACADEMIC GROWTH

The progress students make in their achievement from one year to the next in English language arts, math and English language proficiency

CHRONIC ABSENTEEISM
(for elementary and middle schools)

Reduction in the percent of students who are chronically absent from school

POSTSECONDARY READINESS
(for high schools)

Measures of postsecondary readiness include four-year and seven-year graduation rates, dropout rates and the average SAT score

HISTORICALLY UNDERSERVED STUDENTS

- English learners
- Students with disabilities
- Economically disadvantaged
- Individual race/ ethnicity categories

WHEN RESULTS ARE LOWER THAN STATE EXPECTATIONS

Targeted support and improvement

Additional targeted support and improvement
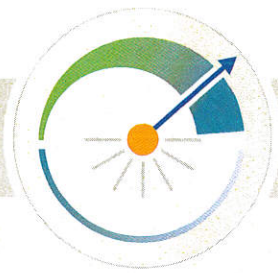
Ratings are Assigned to Schools and Districts

Every year the state provides a *District Performance Framework* (DPF) report, which determines their accreditation rating. Schools receive *School Performance Frameworks* (SPF), which determine their school plan types. The ratings are based on overall performance. Districts may submit additional performance data to CDE through the *Request to Reconsider* process if they disagree with the initial rating from the state.

SCHOOL RATINGS

- Performance
- Improvement
- Priority Improvement
- Turnaround
- Insufficient State Data: Small Tested Population
- Insufficient State Data: Low Participation

DISTRICT ACCREDITATION RATINGS

- Accredited With Distinction
- Accredited
- Improvement
- Priority Improvement
- Turnaround
- Insufficient State Data: Small Tested Population
- Insufficient State Data: Low Participation

Comprehensive support and improvement

Some schools with ratings of Priority Improvement and Turnaround are also identified for comprehensive support and improvement under ESSA. These schools are among the lowest 5 percent of Title I schools on academic achievement, growth and postsecondary readiness.

Colorado Measures of Academic Success
Understanding English Language Arts and Math Score Reports

COLORADO
Department of Education

www.cde.state.co.us

Colorado Measures of Academic Success assessment score reports feature information that helps parents better understand how well their child has mastered the Colorado Academic Standards in the assessed content areas at the end of the tested grade level. Data included in this resource are not based on actual 2018 data.

How to Read Your Student's 2018 Score Report – Page 1

1 **Student Performance Overview** – This section provides your child's overall score. Students receive a numerical overall score and, based on that score, are included in one of five performance levels. The percentile ranking shows how well your student performed in comparison to other students in the state. For example, a student in the 37th percentile performed better than 37 percent of students in the state. The grade-level content area concepts and skills typically demonstrated by students within your child's performance level are included in the Performance Level Descriptor section on the bottom of page one.
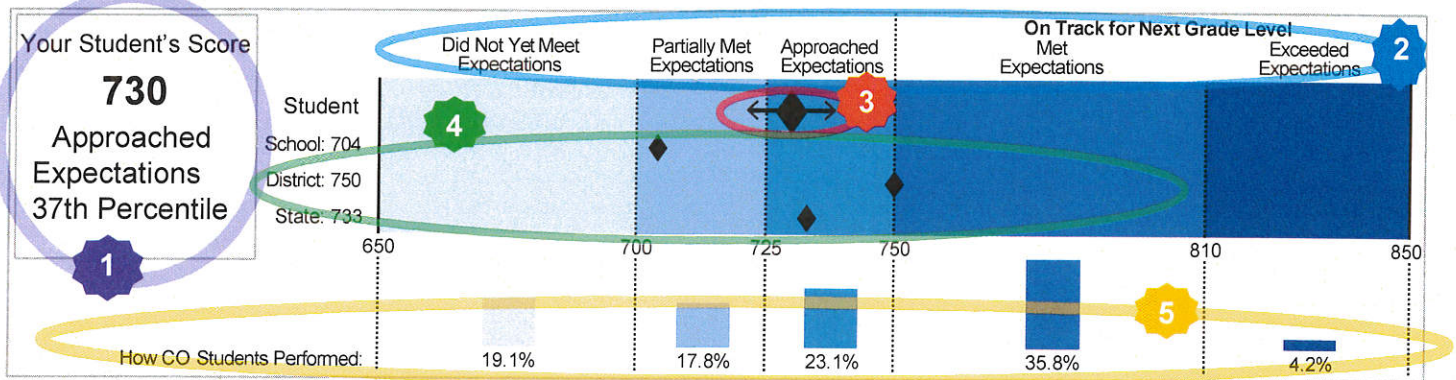
2 **Performance Levels** – Performance levels describe how well students met the expectations of their grade level. Each performance level is defined by a range of scores. The highest two performance levels indicate that students met or exceeded expectations and are on track for the next grade level. The lower three performance levels indicate that students are not yet fully meeting grade level expectations.

3 **Score Range** – Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the test was taken multiple times. Arrows around the example student's diamond show that the student may have scored in a lower performance level if the test was taken multiple times.

4 **Overall Score Comparisons** – School, district, and state diamonds represent the average scores of students taking the same test as your child. Use the score averages to see how your child's score compares to other students taking these tests. In this example, the student scored higher than the school but lower than the district and state.

5 **State Performance** – The bars beneath the overall performance graphic give you a sense of how your child's performance compares to others in Colorado by showing the percentage of students who performed at each of the five performance levels.

Colorado Measures of Academic Success
Understanding English Language Arts and Math Score Reports

Key (6):
- Student's performance
- District average
- State average
- Average of students who just crossed into the Met Expectations performance level

Page 2

Reading

This figure below shows your student's scale score in relation to school, district, and state averages.

Reading Scale Score (range 110 to 190)

Student	146
School	145
District	151
State	148

	Points Possible	Percent of Points Earned* (0% – 100%)
Literary Text — Students read and analyze fiction, drama, and poetry.	18	56%
Informational Text — Students read and analyze nonfiction, history, science, and the arts.	18	17%
Vocabulary — Students use context to determine what words and phrases mean.	8	63%

	Points Possible	Percent of Points Earned* (0% – 100%)
Writing		
Overall	27	15%
Written Expression — Students compose well-developed writing, using details from what they have read.	7	14%
Knowledge and Use of Language Conventions — Students demonstrate knowledge of conventions and other important elements of language.	6	17%

6 Graph Key – The key on the top of page 2 shows which bar represents your student's performance, district performance and state performance in the score breakdown section of the report. The dark vertical line shows how students who just crossed into the Met Expectations level performed.

7 Reading Performance – Overall reading scores on the English language arts report are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times. Look at the school, district, and state scores and diamonds to see how your child's reading score compares to other students taking these tests. In this example, the student scored slightly higher than the school and slightly lower than the district and state. Arrows around the example student's diamond show that the student may have scored the same as the school or state if the test was taken multiple times. *Note: Reading sub-performance scores are on a different scale than the overall score.*

8 Score Breakdowns – This section provides a breakdown of your student's performance in specific reading and writing areas on the English language arts report and math areas on the math report. You can see where your student is excelling or may need improvement. Performance in these areas is reported as the percent of points your student earned on the assessment for each category. Use the bars identified in the graph key at the top of the page to compare your student's performance to district and state averages as well as to students who just crossed into the Met Expectations performance level. In this example, the student outperformed the district and state in the Literary Text and Vocabulary categories. The student did not perform as well as the district, state, or students who just crossed into the Met Expectations performance level in the Reading Informational Text and Writing categories. *Note: Percent of points earned cannot be compared across years.*

Growth Fact Sheet

COLORADO
Department of Education

1 Every year Colorado students in third to 11th grade are tested in English language arts and math.

178 Colorado School Districts test students in spring.

COLORADO
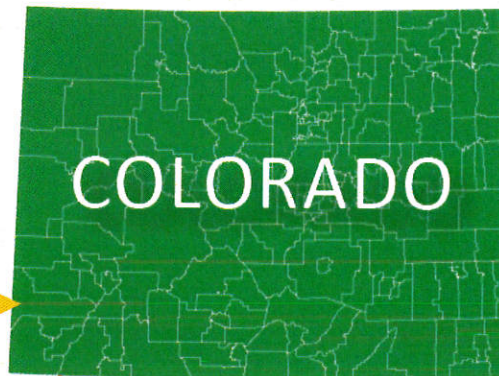
2 Individual student's scores are then grouped together with similar students' scores.

3 And students with the same achievement history are compared to each other.

4 Students are assigned a growth score from 1 to 99 based on their performance compared to their peers. This is also referred to as a growth percentile.

5 This score helps us understand whether their growth is low, typical or high compared to their academic peers.

Low Growth	Typical Growth	High Growth
0 to the 35th Percentile	35th to the 65th Percentile	65th to the 100th Percentile

1   10   20   30   40   50   60   70   78   80   90   99
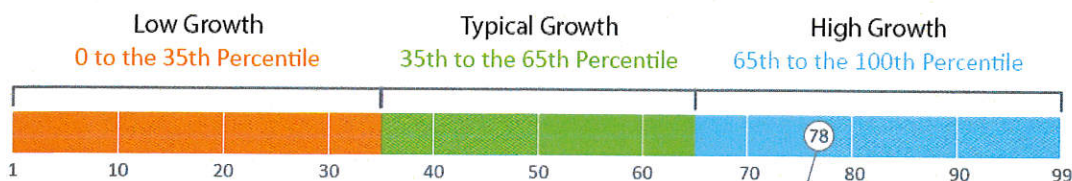
For example, a student with a growth percentile of 78 performed at or better than 78 percent of his or her academic peers and can be said to have high growth.

COLORADO'S GROWTH MODEL

For the past decade, Colorado has been a national leader in how to measure a student's academic growth from year to year. About 10 years ago, the state created the Colorado Growth Model to look specifically at how individual students progress from year to year based on the state standards. It provides another dimension of performance beyond just achievement on tests by describing the relative growth of individual students from year to year. The model provides information for many different student populations and identifies areas of strength and areas that may need more attention and support. It also supplies necessary growth data for the annual school and district accountability ratings.

HOW DOES IT WORK?

A student's score is matched with his or her "academic peers" or students in the same grade who have had similar score histories on the Colorado Measures of Academic Success tests in English language arts and math. Scores are also calculated using the same methodology based on the growth from the PSAT to the SAT. For example, a student who scored 357 on his third-grade math assessment in 2017 and 400 on the fourth-grade test in 2018 would be grouped with other students who had similar scoring histories to determine his fifth-grade growth score.

Growth is not expressed as a test score but rather a **student growth percentile**, which has some similarities to how pediatricians use height and weight percentiles in discussions with parents. In the doctor's office, a child in the 60th percentile for weight is as heavy or heavier than 60 percent of children his age.

A student growth percentile looks specifically at growth on specific tests. So a child who scores in the 60th percentile grew academically as well or better than 60 percent of his or her academic peers on those tests.

WHAT IS CONSIDERED LOW GROWTH, TYPICAL GROWTH OR HIGH GROWTH?

As defined by the Colorado State Board of Education, a child who falls below the 35 percentile for growth is considered to have made low growth. Typical growth is between the 36th and 65th percentile. The state median growth percentile is 50 for each grade and subject. High growth is above the 65th percentile.

Examples:

- Low growth: A child with a growth percentile of 20 indicates that 80 percent of this student's academic peers had at least the same or better growth on this particular assessment.

- Typical growth: A child with a growth percentile of 55 meanas he or she grew at the same rate or better than 55 percent of his or her academic peers.

- High growth: A child in the 80th percentile grew as well or better than 80 percent of his or her academic peers.

  Note: The "low," "typical" and "high" categories don't tell us if the growth was sufficient for the student to be at grade level. Rather, it tells us how much they grew in their academic achievement from year to year compared to other similar students.

Where can I learn more?
- FAQ: http://www.cde.state.co.us/accountability/growthmodelfaqs-general#q29
- View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs
- Contact Dan Jorgensen for additional questions: 303-866-6763 or Jorgensen_d@cde.state.co.us.

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

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

the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

SCHOOL CMAS GRO[WTH]

Growth metrics provide another vi[ew] ... indication of what happens in-betw[een] ...

Growth rates for individual student[s] ... student's growth percentile (rangin[g] ... and district growth rates are deter[mined] ... Percentiles (MGP) are calculated fo[r] ... groups. Please note that growth ra[tes] ...

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

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.

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.

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.

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

CDE COLORADO
Department of Education

Preliminary 2018 School Performance Framework

0032-Sample School | 3124 - Sample District

Level: EM - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	81.0/100

81.0%

corner of the black title bar above. Schools are assigned a plan type 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 plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	74.6%	29.8/40	Meets
Academic Growth	85.4%	51.2/60	Meets

School plan types are based on the total percentage points earned:

Performance: 53.0% - 100.0%

Improvement: 42.0% - 52.9%

Priority improvement: 34.0% - 41.9%

Turnaround: 0.0% - 33.9%

Insufficient Data: No reportable achievement growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	461	455	98.7%	6	100.0%	Meets 95%
Math	461	455	98.7%	5	99.8%	Meets 95%
Science	149	146	98.0%	3	100.0%	Meets 95%

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	70.0%	28.0/40	Meets	71.9%	Performance
	Academic Growth	73.1%	43.9/60	Meets		
Middle	Academic Achievement	79.4%	31.8/40	Meets	91.8%	Performance
	Academic Growth	100.0%	60.0/60	Exceeds		

(*) Not Applicable; (-) No Reportable Data   For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO
Department of Education

Preliminary 2018 School Performance Framework

0033-Sample School | Sample District 3419

Level: 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	230	100.0%	749.6	73	6/8	Meets
	Previously Identified for READ Plan	39	100.0%	711.8	*	0/0	-
	English Learners	47	100.0%	741.4	54	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	85	100.0%	744.1	60	0.75/1	Meets
	Minority Students	138	100.0%	748.8	71	0.75/1	Meets
	Students with Disabilities	24	100.0%	699.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	232	99.6%	741.3	65	6/8	Meets
	English Learners	49	100.0%	738.0	58	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	85	100.0%	738.4	58	0.75/1	Meets
	Minority Students	140	100.0%	739.0	60	0.75/1	Meets
	Students with Disabilities	24	96.2%	706.8	2	0.25/1	Does Not Meet
CMAS - Science	All Students	69	100.0%	611.1	57	6/8	Meets
	English Learners	16	100.0%	574.9	35	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	29	100.0%	582.3	38	0.5/1	Approaching
	Minority Students	47	100.0%	583.3	43	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	24.5/35	Meets

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students				Meets
	English Learners	32	42.5	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	55	51.0	0.75/1	Meets
	Minority Students	96	49.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	152	53.0	6/8	Meets
	English Learners	32	54.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	55	53.0	0.75/1	Meets
	Minority Students	96	53.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	60	64.0	3/4	Meets
	On Track to EL Proficiency	60	90.0%	0/0	Exceeds
TOTAL		*	*	19/26	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18 unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

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

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

ELP On Track- Elementary School	
• at or above 86.2%	Exceeds
• at or above 77.5% but below	Meets
• at or above 68.8% but below	Approaching
• below 68.8%	Does Not Meet
ELP On Track- Middle School	
• at or above 73.1%	Exceeds
• at or above 56.5% but below	Meets
• at or above 43.1% but below	Approaching
• below 43.1%	Does Not Meet
ELP On Track- High School	
• at or above 71.8%	Exceeds
• at or above 52.0% but below	Meets
• at or above 39.7% but below	Approaching
• below 39.7%	Does Not Meet

COLORADO Department of Education

Preliminary 2018 School Performance Framework

0050-Sample School | 2410 - Sample District

Level: Middle - (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	207	97.3%	758.9	88	8/8	Exceeds
	English Learners	47	100.0%	751.8	78	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	76	95.3%	759.6	89	1/1	Exceeds
	Minority Students	147	96.2%	759.8	90	1/1	Exceeds
	Students with Disabilities	17	100.0%	707.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	212	97.7%	744.8	81	6/8	Meets
	English Learners	51	100.0%	741.6	75	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	80	96.5%	742.4	77	0.75/1	Meets
	Minority Students	152	96.9%	744.2	80	0.75/1	Meets
	Students with Disabilities	17	100.0%	695.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	73	96.1%	632.8	77	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	31	96.9%	616.0	65	0.75/1	Meets
	Minority Students	54	94.7%	624.4	71	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	27/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students				Exceeds
	English Learners	49	79.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	75	81.0	1/1	Exceeds
	Minority Students	140	76.5	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	201	74.0	8/8	Exceeds
	English Learners	49	74.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	76	74.5	1/1	Exceeds
	Minority Students	141	74.0	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	22/22	Exceeds

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

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on English Language Arts. English Language Proficiency growth results for 2018 are included for points. The [...] reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and [...] end of this document.

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

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

Additional performance frameworks resources are available at:
http://www.cde.state.co.us/accountability/performanceframeworksresources

ELP On Track- Elementary School		
• at or above 86.2%		Exceeds
• at or above 77.5% but below		Meets
• at or above 68.8% but below		Approaching
• below 68.8%		Does Not Meet
ELP On Track- Middle School		
• at or above 73.1%		Exceeds
• at or above 56.5% but below		Meets
• at or above 43.1% but below		Approaching
• below 43.1%		Does Not Meet
ELP On Track- High School		
• at or above 71.8%		Exceeds
• at or above 52.0% but below		Meets
• at or above 39.7% but below		Approaching
• below 39.7%		Does Not Meet

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COLORADO
Department of Education

Preliminary 2018 District Performance Framework

3124 | Sample District

Level: EMH - (1-Year)

| Accreditation Rating	Official Rating Based On: 1-Year DPF Report
Accredited: Meets 95% Participation	60.6/100

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

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. Please see the scoring guide at the end of this report for additional information.

Distinction

60.6%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	54.9%	16.5/30	Approaching
Academic Growth	61.3%	24.5/40	Approaching
Postsecondary & Workforce Readiness	65.3%	19.6/30	Meets
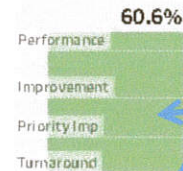
Accreditation categories are based on the total percentage of points earned:

Accredited with Distinction: 74.0% - 100.0%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	7,023	6,908	98.4%	38	98.9%	Meets 95%
Math	7,024	6,907	98.3%	38	98.9%	Meets 95%
Science	2,357	2,312	98.1%	21	99.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Points by EMH	Rating
Elementary	Academic Achievement	66.0%	26.4/40	Meets	70.4%	Accredited
	Academic Growth	73.2%	43.9/60	Meets		
Middle	Academic Achievement	53.5%	21.4/40	Approaching	53.6%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		
High	Academic Achievement	45.1%	13.5/30	Approaching	55.5%	Improvement
	Academic Growth	57.1%	22.8/40	Approaching		
	Postsecondary & Workforce ..	65.3%	19.6/30	Meets		

(*) Not Applicable; (-) No Reportable Data. For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

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COLORADO
Department of Education

Preliminary 2018 District Performance Framework

3124 | Sample District

Level: 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	2,745	99.1%	744.1	60	6/8	Meets
	Previously Identified for READ Plan	475	98.5%	709.0	*	0/0	-
	English Learners	806	99.5%	734.5	38	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,185	99.3%	740.5	51	0.75/1	Meets
	Minority Students	2,179	99.3%	741.7	55	0.75/1	Meets
	Students with Disabilities	346	98.7%	711.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	2,761	99.2%	736.5	55	6/8	Meets
	English Learners	821	99.6%	729.5	37	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,197	99.4%	733.5	47	0.5/1	Approaching
	Minority Students	2,191	99.2%	733.9	48	0.5/1	Approaching
	Students with Disabilities	345	98.4%	709.0	3	0.25/1	Does Not Meet
CMAS - Science	All Students	885	98.7%	602.4	50	6/8	Meets
	English Learners	264	98.9%	580.0	37	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	692	99.3%	590.1	43	0.5/1	Approaching
	Minority Students	709	98.7%	594.0	45	0.5/1	Approaching
	Students with Disabilities	120	97.7%	505.3		0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.75/36	Meets

ACADEMIC GROWTH

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

Subject	Student Group	Count	Percentile/Rate	Eligible	Rating
CMAS - English Language Arts	All Students	1,695	54.0	6/8	Meets
	English Learners	539	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,385	54.0	0.75/1	Meets
	Minority Students	1,387	53.0	0.75/1	Meets
	Students with Disabilities	198	41.0	0.5/1	Approaching
CMAS - Math	All Students	1,696	53.0	6/8	Meets
	English Learners	544	53.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,388	53.0	0.75/1	Meets
	Minority Students	1,389	52.0	0.75/1	Meets
	Students with Disabilities	197	43.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	821	57.0	3/4	Meets
	On Track to EL Proficiency	821	81.1%	0/0	Meets
TOTAL		*	*	20.5/48	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math, English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and end of this document.

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

ELP On Track- Elementary School	
• at or above 86.2%	Exceeds
• at or above 77.5% but below	Meets
• at or above 68.8% but below	Approaching
• below 68.8%	Does Not Meet
ELP On Track- Middle School	
• at or above 73.1%	Exceeds
• at or above 56.5% but below	Meets
• at or above 43.1% but below	Approaching
• below 43.1%	Does Not Meet
ELP On Track- High School	
• at or above 71.8%	Exceeds
• at or above 52.0% but below	Meets
• at or above 39.7% but below	Approaching
• below 39.7%	Does Not Meet

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 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.

COLORADO
Department of Education

Preliminary 2018 District Performance Framework

3124 | Sample District

Level: Middle - (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	2,373	99.0%	740.1	50	6/8	Meets
	English Learners	614	99.5%	733.1	33	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,883	99.2%	737.6	44	0.5/1	Approaching
	Minority Students	1,841	99.0%	738.8	46	0.5/1	Approaching
	Students with Disabilities	297	98.5%	708.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	2,383	98.8%	728.3	42	4/8	Approaching
	English Learners	627	99.4%	721.8	26	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,891	99.0%	725.1	33	0.5/1	Approaching
	Minority Students	1,852	98.8%	726.0	35	0.5/1	Approaching
	Students with Disabilities	298	98.5%	702.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	790	98.4%	571.3	38	4/8	Approaching
	English Learners	215	99.5%	532.1	16	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	632	99.1%	560.0	31	0.5/1	Approaching
	Minority Students	632	98.7%	563.5	33	0.5/1	Approaching
	Students with Disabilities	94	96.2%	481.9	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	19.25/36	Approaching

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

ACADEMIC GROWTH

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

Subject	Student Group	Count	Percentile/Rate	Eligible	Rating
CMAS - English Language Arts	All Students	2,042	44.0	4/8	Approaching
	English Learners	567	47.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,670	44.0	0.5/1	Approaching
	Minority Students	1,627	45.0	0.5/1	Approaching
	Students with Disabilities	227	41.0	0.5/1	Approaching
CMAS - Math	All Students	1,952	45.0	4/8	Approaching
	English Learners	558	49.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,603	44.0	0.5/1	Approaching
	Minority Students	1,561	45.0	0.5/1	Approaching
	Students with Disabilities	229	39.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	262	53.0	3/4	Meets
	On Track to EL Proficiency	262	64.1%	0/0	Meets
TOTAL		*	*	15/28	Approaching

ELP On-track points are not assigned within the 2018 reports. Rating cuts by level are displayed below.

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, a[...] end of this document.

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

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

ELP On Track- Elementary School		
• at or above 86.2%		Exceeds
• at or above 77.5% but below		Meets
• at or above 68.8% but below		Approaching
• below 68.8%		Does Not Meet
ELP On Track- Middle School		
• at or above 73.1%		Exceeds
• at or above 56.5% but below		Meets
• at or above 43.1% but below		Approaching
• below 43.1%		Does Not Meet
ELP On Track- High School		
• at or above 71.8%		Exceeds
• at or above 52.0% but below		Meets
• at or above 39.7% but below		Approaching
• below 39.7%		Does Not Meet

3

COLORADO
Department of Education

Preliminary 2018 District Performance Framework

3124 | Sample District

Level: High - (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	1,264	95.8%	440.9	27	4/8	Approaching
	English Learners	267	96.2%	398.8	4	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	951	95.1%	430.6	19	0.5/1	Approaching
	Minority Students	1,034	96.3%	435.8	23	0.5/1	Approaching
	Students with Disabilities	152	93.1%	367.3	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	1,274	95.8%	424.3	24	4/8	Approaching
	English Learners	277	96.2%	389.7	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	961	95.1%	412.1	14	0.25/1	Does Not Meet
	Minority Students	1,044	96.3%	418.7	20	0.5/1	Approaching
	Students with Disabilities	152	93.1%	351.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	517	96.6%	593.3	34	4/8	Approaching
	English Learners	103	97.2%	541.4	4	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	388	96.6%	584.6	26	0.5/1	Approaching
	Minority Students	418	96.5%	580.9	24	0.5/1	Approaching
	Students with Disabilities	32	95.0%	494.1	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	16.25/36	Approaching

ACADEMIC GROWTH

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

Subject	Student Group	Count	Percentile/Rate	Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	1,543	38.0	4/8	Approaching
	English Learners	340	37.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,208	37.0	0.5/1	Approaching
	Minority Students	1,285	39.0	0.5/1	Approaching
	Students with Disabilities	151	35.0	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	1,389	43.0	4/8	Approaching
	English Learners	326	36.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,093	41.0	0.5/1	Approaching
	Minority Students	1,162	43.0	0.5/1	Approaching
	Students with Disabilities	150	36.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	264	67.0	4/4	Exceeds
	On Track to EL Proficiency	264	63.3%	0/0	Meets
TOTAL		*	*	16/28	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, [...] end of this document.

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

ELP On Track- Elementary School	
• at or above 86.2%	Exceeds
• at or above 77.5% but below	Meets
• at or above 68.8% but below	Approaching
• below 68.8%	Does Not Meet
ELP On Track- Middle School	
• at or above 73.1%	Exceeds
• at or above 56.5% but below	Meets
• at or above 43.1% but below	Approaching
• below 43.1%	Does Not Meet
ELP On Track- High School	
• at or above 71.8%	Exceeds
• at or above 52.0% but below	Meets
• at or above 39.7% but below	Approaching
• below 39.7%	Does Not Meet

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).

COLORADO
Department of Education

Preliminary 2018 District Performance Framework

3124 | Sample District

Level: High - (1-Year)

SAT participation rates are unavailable in the preliminary frameworks but will be provided for information in the final reports.

Disaggregated SAT and dropout rates are displayed for information only.

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	518	*	486.3	*	1/2	Approaching
	English Learners	100	*	441.2	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	386	*	474.5	*	0/0	Approaching
	Minority Students	420	*	476.9	*	0/0	Approaching
	Students with Disabilities	36	*	397.7	*	0/0	Does Not Meet
CO SAT - Math	All Students	518	*	467.8	*	1/2	Approaching
	English Learners	100	*	411.6	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	386	*	454.9	*	0/0	Approaching
	Minority Students	420	*	457.1	*	0/0	Approaching
	Students with Disabilities	36	*	360.6	*	0/0	Does Not Meet
Dropout	All Students	5,589	*	1.0%	*	3/4	Meets
	English Learners	941	*	0.7%	*	0/0	Meets
	Free/Reduced-Price Lunch Eligible	3,543	*	0.7%	*	0/0	Meets
	Minority Students	4,209	*	0.9%	*	0/0	Meets
	Students with Disabilities	605	*	1.3%	*	0/0	Meets
Matriculation	All Students	477	*	57.7%	*	1/2	Approaching
	2-Year Higher Education Instituti..	*	*	23.5%	*	*	-
	4-Year Higher Education Instituti..	*	*	32.5%	*	*	-
	Career & Technical Education	*	*	6.1%	*	*	-
Graduation	All Students	405	6yr	90.4%	*	3/4	Meets
	English Learners	47	6yr	91.5%	*	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	279	7yr	90.0%	*	0.75/1	Meets
	Minority Students	308	6yr	91.9%	*	0.75/1	Meets
	Students with Disabilities	39	6yr	79.5%	*	0.5/1	Approaching
TOTAL		*	*	*	*	11.75/18	Meets

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only. Similarly, points aren't assigned in the current year for disaggregated dropout rates or CO SAT performance.

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	82.4%	88.6%	90.4%	89.2%	6yr
English Learners	81.3%	91.0%	91.5%	87.2%	6yr
Free/Reduced-Price Lunch Eligible	83.2%	88.3%	89.7%	90.0%	7yr
Minority Students	83.4%	89.7%	91.9%	90.1%	6yr
Students with Disabilities	63.6%	69.4%	79.5%	78.1%	6yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 7-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Sub indicator definitions are located here.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

Related performance frameworks resources are available at:
http://www.cde.state.co.us/accountability/performanceframeworksresources

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*:				
	see table below for actual values		**All Students**	**Each Disaggregated Group**	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	
	• below the 15th percentile	Does Not Meet	2	0.25	
	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		
	Median Growth Percentile was:		**All Students**	**Each Disaggregated Group**	**ELP**
Academic Growth	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
Postsecondary and Workforce Readiness	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	
Achievement; Growth; Postsecondary Readiness	• 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

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, 4 for ELP)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

August 09, 2018

2018-2019 District Assessment Presentation

Mr. Mason reviewed the video training for the new aligned District Benchmarks. Additionally, he reviewed four state score reports providing school, district, and state level data that can be viewed by school staff for elementary and middle schools. The 23 minute District Benchmark video would be a very good informational item for elementary and middle school SAC meetings.

Using a district login, the video can be viewed using this link:
https://web.microsoftstream.com/video/e0047af1-2bdf-4ee9-9ca7-f5d433effc93

Let me know if you would like more information.

Eric C. Mason
Director of Assessment
Educational Data and Support Services
Colorado Springs School District 11
719-520-2414; eric.mason@d11.org
Assessment hotline: 520-2080

I.   The New District 11 Aligned Benchmarks

II.   State Results from 2018

    a.   Individual Student Reports

         i.   Have these reports been distributed?

        ii.   Have students seen their results?

       iii.   How can parents view these?

    b.   Content Standards Roster or Student Roster

         i.   What were the key sub-claims where our school sees challenges?

        ii.   Have teachers had the opportunity to review these reports?

    c.   Evidence Statement Analysis

         i.   Did this report reveal any standards where our school could make improvements?

Student Roster — CDE / CO

Colorado Measures of Academic Success   **Spring 2018**

School: CARVER ELEMENTARY SCHOOL (1340)
District: COLORADO SPRINGS 11 (1010)

Mathematics

CONFIDENTIAL - DO NOT DISTRIBUTE   **Grade 4**

Purpose: This report shows the average Overall Mathematics scale scores and the percent of points earned for Mathematics subclaims.

STUDENT	PERFORMANCE LEVEL	SCALE SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE AVERAGE		734	49	31	22	31
DISTRICT AVERAGE		732	47	30	20	28
SCHOOL AVERAGE		732	47	34	15	25

Content Standards Roster — CDE / CO

Colorado Measures of Academic Success   **Spring 2018**

School: CARVER ELEMENTARY SCHOOL (1340)
District: COLORADO SPRINGS 11 (1010)

English Language Arts / Literacy

CONFIDENTIAL - DO NOT DISTRIBUTE   **Grade 4**

	Reading				Vocabulary	Writing Categories		Prose Constructed Response	
	Key Ideas: Reading Literature	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use	Written Expression	Writing Knowledge	Prose Constructed Response 1	Prose Constructed Response 2
Points Possible									
	22	22	12	16	8	7	6	19	12
Percent Correct									
State Average:	48%	43%	33%	51%	60%	26%	33%	26%	30%
District Average:	46%	40%	31%	49%	58%	22%	27%	21%	26%
School Average:	43%	36%	31%	43%	51%	25%	34%	28%	25%

STUDENT

Confidential Student Performance Report

CO CDE

Colorado Measures of Academic Success

Student: **FIRSTNAME LASTNAME005**

SASID: 5433030819   Birthdate: 03/19/2007
School: **SAMPLE SCHOOL1 (0115)**
District: **SAMPLE DISTRICT (0100)**

Spring 2018

English Language Arts / Literacy   Grade 3

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) English Language Arts / Literacy test.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.

Your Student's Score

730

Approached Expectations
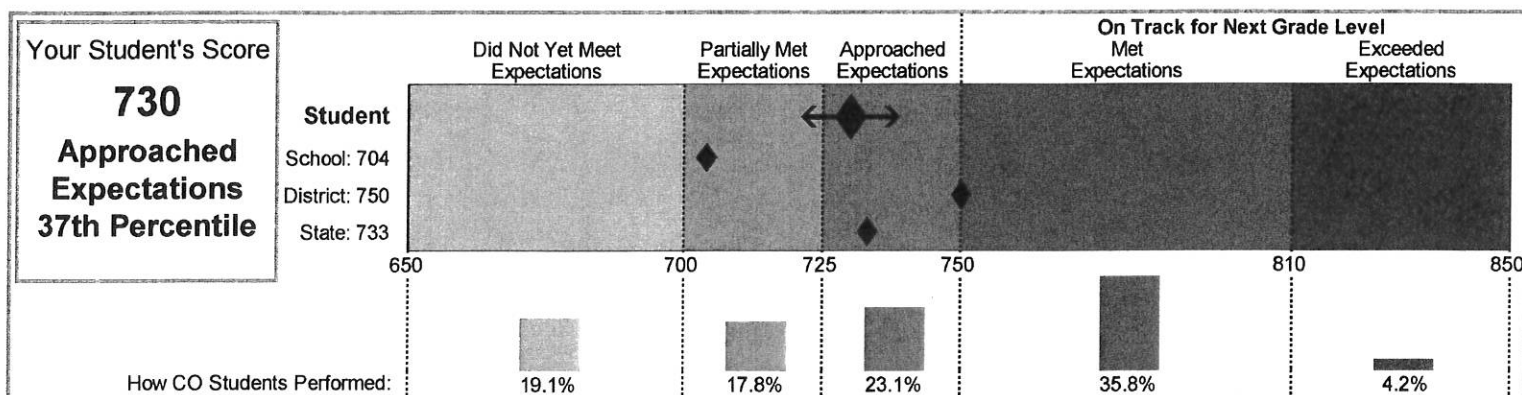
37th Percentile

	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	On Track for Next Grade Level — Met Expectations	Exceeded Expectations
Student			730		
School: 704		704			
District: 750				750	
State: 733			733		

Scale: 650 — 700 — 725 — 750 — 810 — 850

How CO Students Performed:	19.1%	17.8%	23.1%	35.8%	4.2%

Performance Level Descriptor - Approached Expectations

Students who **Approached Expectations** may benefit from additional support to meet expectations at the next grade level and they typically demonstrate the following:

In **Reading**, the pattern exhibited by student responses indicates:
- With very complex text: the ability to be minimally accurate when asking and/or answering questions, showing minimal understanding of the text when referring to explicit details and examples in the text.
- With moderately complex text: the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text.
- With readily accessible text: the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text.

In **Written Expression**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. Students:
- Develop the topic and/or narrative elements using some reasoning, details, text-based evidence, and/or description.
- Demonstrate some organization.
- Include some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

In **Knowledge and use of Language Conventions**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.

To view the full version of the PLDs, visit:
http://www.cde.state.co.us/assessment/grade_3_english_language_arts_plds.

Purpose
This report describes your student's mastery of the Colorado Academic Standards in Reading and Writing.
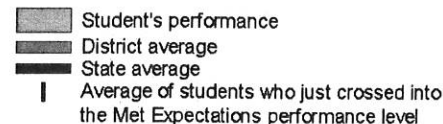For more information on the CMAS assessment program, visit:
www.cde.state.co.us/assessment

How Did Your Student Perform in Reading and Writing?   Grade 3

Subclaim Performance

- Your student's overall performance in Reading is represented by the top diamond in the figure below.
- The percent of points your student earned for overall Writing and for each of the Reading and Writing subclaims is represented by the top bar in each of the other figures.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall English Language Arts/Literacy test.

Legend:
- Student's performance
- District average
- State average
- I Average of students who just crossed into the Met Expectations performance level

Reading

110   190

This figure below shows your student's scale score in relation to school, district, and state averages.

Reading Scale Score

Student	132
School	129
District	121
State	113
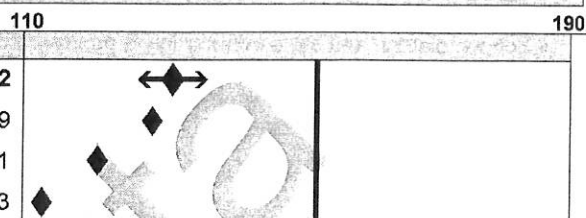
	Points Possible	Percent of Points Earned*				
		0%	25%	50%	75%	100%
Literary Text Students read and analyze fiction, drama, and poetry.	17	24%				
Informational Text Students read and analyze nonfiction, history, science, and the arts.	14	29%				
Vocabulary Students use context to determine what words and phrases mean.	10	60%				

	Points Possible	Percent of Points Earned*				
		0%	25%	50%	75%	100%

Writing

	Points Possible	Percent of Points Earned*				
Overall	12	50%				
Written Expression Students compose well-developed writing, using details from what they have read.	6	50%				
Knowledge and Use of Language Conventions Students demonstrate knowledge of conventions and other important elements of language.	6	50%				

*The percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at www.cde.state.co.us/standardsandinstruction

Colorado Measures of Academic Success

District Evidence Statement Analysis

District: COLORADO SPRINGS 11 (1010)

CONFIDENTIAL - DO NOT DISTRIBUTE

English Language Arts / Literacy

Purpose: This report presents the average percent correct by Evidence Statement for district and state.

Students with Valid Scores (1721)
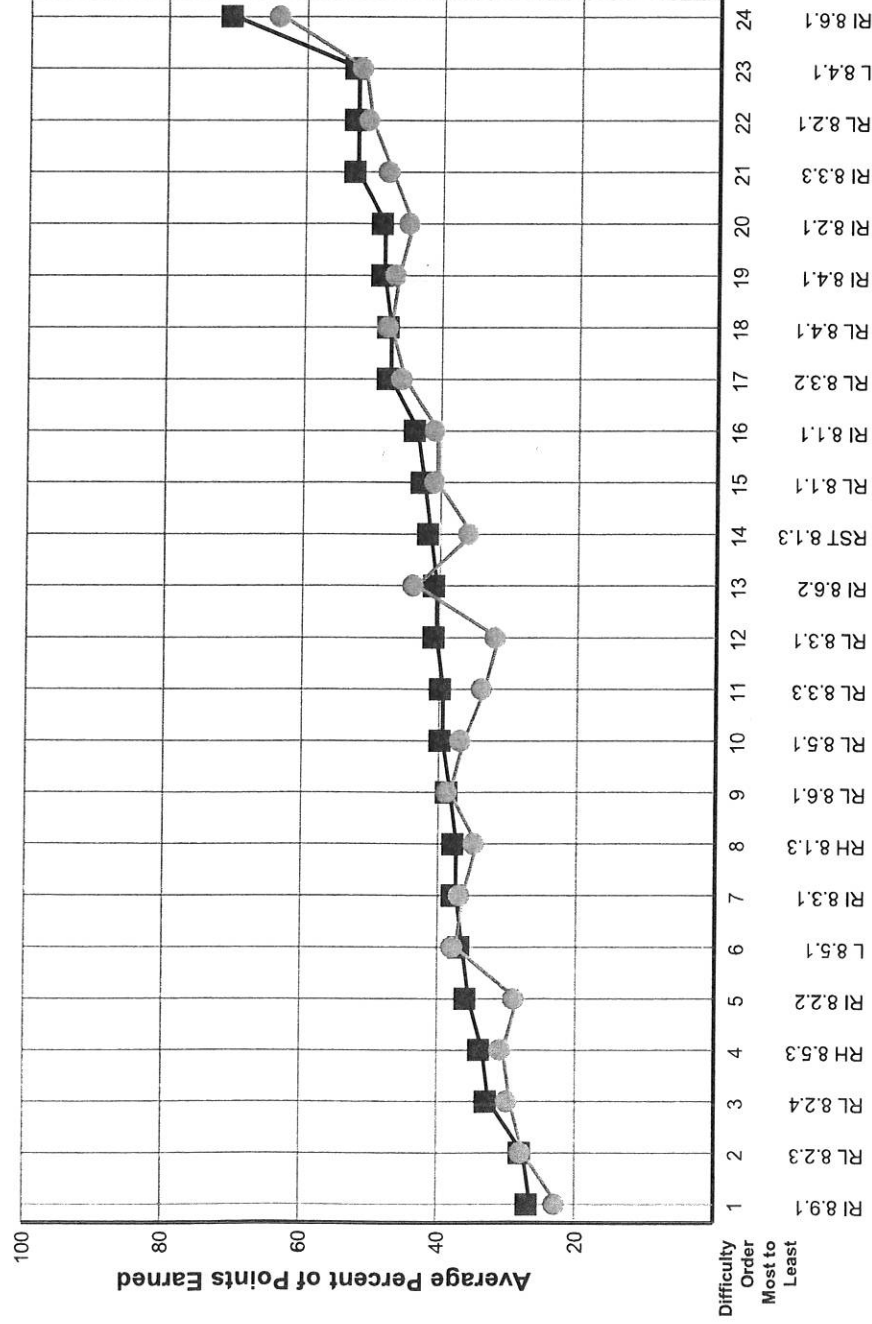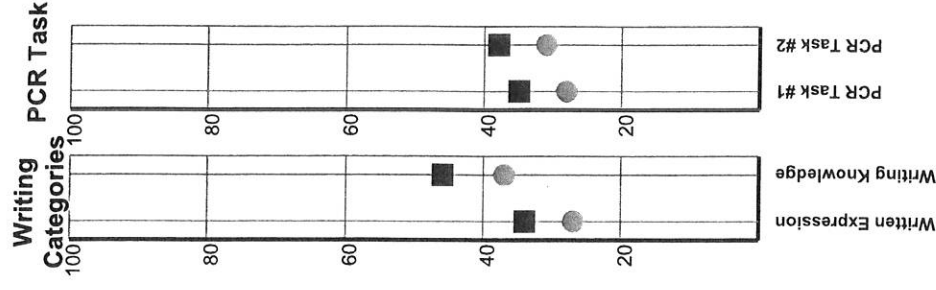
■ State
● District

Writing PCR Task

PCR Task #1
PCR Task #2

100 / 80 / 60 / 40 / 20

Writing Categories

Written Expression
Writing Knowledge

100 / 80 / 60 / 40 / 20

Average Percent of Points Earned

100 / 80 / 60 / 40 / 20

Difficulty Order Most to Least	Evidence Statement
1	RI.8.9.1
2	RL.8.2.3
3	RL.8.2.4
4	RH.8.5.3
5	RL.8.2.2
6	L.8.5.1
7	RI.8.3.1
8	RH.8.1.3
9	RL.8.6.1
10	RL.8.5.1
11	RL.8.3.3
12	RL.8.3.1
13	RI.8.6.2
14	RST.8.1.3
15	RL.8.1.1
16	RI.8.1.1
17	RL.8.3.2
18	RL.8.4.1
19	RI.8.4.1
20	RI.8.2.1
21	RI.8.3.3
22	RL.8.2.1
23	L.8.4.1
24	RI.8.6.1

Evidence Statement

07172018-STATEESA-1010-0000 - 0001181

Evidence Statement Analysis

Colorado Measures of Academic Success   **Spring 2018**

This report shows the operational items for the given grade and subject sorted by difficulty.

English Language Arts / Literacy   CONFIDENTIAL - DO NOT DISTRIBUTE   **Grade 8**

Difficulty Order Most to Least	Evidence Statement	Colorado Academic Standard(s)	Domain
1	RI 8.9.1	8.2.2.c.iii	Reading: Informational Text
2	RL 8.2.3	8.2.1.a.ii	Reading: Literature
3	RL 8.2.4	8.2.1.a.ii	Reading: Literature
4	RH 8.5.3	8.2.1.N.3 8.2.2.N.3	Reading: History/Social Studies
5	RI 8.2.2	8.2.2.a.ii	Reading: Informational Text
6	L 8.5.1	8.2.3.b	Language
7	RI 8.3.1	8.2.2.a.iii	Reading: Informational Text
8	RH 8.1.3	8.2.1.N.3 8.2.2.N.3	Reading: History/Social Studies
9	RL 8.6.1	8.2.1.b.iii	Reading: Literature
10	RL 8.5.1	8.2.1.b.ii	Reading: Literature
11	RL 8.3.3	8.2.1.a.iii	Reading: Literature
12	RL 8.3.1	8.2.1.a.iii	Reading: Literature
13	RI 8.6.2	8.2.2.b.iii	Reading: Informational Text
14	RST 8.1.3	8.2.1.N.2 8.2.2.N.2	Reading: Science & Technical Subjects
15	RL 8.1.1	8.2.1.a.i	Reading: Literature
16	RI 8.1.1	8.2.2.a.i	Reading: Informational Text
17	RL 8.3.2	8.2.1.a.iii	Reading: Literature
18	RL 8.4.1	8.2.1.b.i	Reading: Literature
19	RI 8.4.1	8.2.2.b.i	Reading: Informational Text
20	RI 8.2.1	8.2.2.a.ii	Reading: Informational Text
21	RI 8.3.3	8.2.2.a.iii	Reading: Informational Text
22	RL 8.2.1	8.2.1.a.ii	Reading: Literature
23	L 8.4.1	8.2.3.a.iv	Language
24	RI 8.6.1	8.2.2.b.iii	Reading: Informational Text

Evidence Statements: http://www.cde.state.co.us/assessment/cmas

Colorado Academic Standards: http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12

The D11 Loop Mass Notification System and Mobile App Information

What is the D11 Loop?

The D11 Loop is the District's mass notification messaging system and mobile application that allows the District and schools to communicate with parents/guardians concerning their child's assignments, schedule, grades, attendance, lunch balance, and special events happening at school. In addition, in the event of an emergency, The D11 Loop is the fastest, most reliable way that our schools or the District can get need-to-know information directly to parents/guardians using the mass notification suite of email, text, phone, and app push notifications.

The D11 Loop utilizes the contact information for families that is stored in the Q student database. It is important that you ensure that you have accurate phone numbers and e-mail addresses on file in Q. If you make changes to your *primary* contact information in the D11 Loop, it changes back to the contact information contained in Q during the next upload.

How Do Parents/Guardians and Students Access Mass Notification System Web Portal?

Parents and guardians may log on to the The D11 Loop notification system portal at any time to check their child's grades, attendance, notifications, and lunch balance. The D11 Loop portal website address is www.d11.org/loop. Note that the parent/guardian login and password are the same login and password used for the Q Parent Portal. Students may also log into the D11 Loop using their district email (firstname.lastname@d11.org) and their D11 network password.

Does School District 11 Have a Mobile App?

Colorado Springs School District 11 has a mobile app that is available free in the iTunes and Google Play app stores! Simply search for Colorado Springs School District 11 and look for the District logo on the app.

The mobile app allows users to sign up for push notifications to receive messages from an individual school or from the school district. In addition, grades are now accessible through the mobile app, simply by using your Q Parent Portal login and password information and logging in!

Some information available is:

- School and District Calendars
- School Menus and My School Bucks
- A district-wide directory
- A resources section for parents and students
- Social media updates
- Sports scores and news
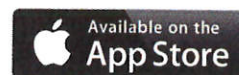
How Do I "Opt In" to Receive Texts?

Parents/guardians MUST log in and "opt in" to receive texts from their student's school and District 11.
- Login on the D11 Loop web page at www.d11.org/loop or in the mobile app;
- On the web page click Account in the upper right or tap your name in the app;
- On the Account Info page, scroll down to Delivery Addresses, click the Add drop-down box;
- In the mobile app, select the Edit icon;
- Choose the Text/SMS Number;
- Add the phone number, with the area code, and click save.

How do I set up notifications from specific schools in the mobile app?

- Select the News Stream icon
- By default you will see all the District level news feeds
- Select the Edit Icon in the top right hand corner
- Select which school(s) you wish to follow
- Choose which type of news you want to follow
- Select "Back" and then "Done"
- Now your customized selection will display in your News Section
- Select the Calendar icon
- Select the Edit Icon in the top right hand corner
- Select which school(s) you wish to follow.
- Select "Done"

How do I set up push notifications and delivery preferences in the mobile app?

Note that Alerts are push notifications that pop-up on your phone and the Notifications icon has any messages regardless of the alert settings.
- To set-up an alert, select the Edit Icon in the top right hand corner.
- You can set up alerts for:
  - Any time a new message is sent
  - When your student's class grades drops below a certain threshold
  - When your student's assignment grade drops below a certain threshold
  - When your student's grade has been updated by the teacher
  - When your student's teacher has posted a new assignment
- To set a threshold select an alert topic
- Change "Off" to "On"
- Then pick your threshold

System Statistics Report
Created On: 11-Sep-18
School: All
Date range: Sep 01, 2018 - Sep 30, 2018

                                               Printer, Phone - voice (inbound),
                                               Phone - TTY, Phone - text
                                               message (SMS),
                                                Internet (WWW), Phone - voice,
Delivery type: E-Mail

Organization	Delivery Method	# Messages
System Summary	Printer	1
System Summary	Phone - voice (inbound)	0
System Summary	Phone - TTY	0
System Summary	Phone - text message (SMS)	70
System Summary	Internet (WWW)	48
System Summary	Phone - voice	14735
System Summary	E-Mail	8992
System Summary	Grand Totals	23846
Colorado Springs School District 11	Printer	0
Colorado Springs School District 11	Phone - voice (inbound)	0
Colorado Springs School District 11	Phone - TTY	0
Colorado Springs School District 11	Phone - text message (SMS)	17
Colorado Springs School District 11	Internet (WWW)	16
Colorado Springs School District 11	Phone - voice	7
Colorado Springs School District 11	E-Mail	29
Colorado Springs School District 11	Grand Totals	69
Academy for Advanced and Creative Learning	Grand Totals	0
Achieve Online School	Grand Totals	13
Adams Elementary School	Grand Totals	118
Audubon Elementary School	Grand Totals	87
Board of Education	Grand Totals	0
Bristol Elementary School	Grand Totals	62
Buena Vista Elementary, A Public Montessori School	Grand Totals	240
Career Pathways	Grand Totals	102
Carver Elementary School	Grand Totals	195
Chipeta Elementary School	Grand Totals	36
Christa McAuliffe Elementary School at Cimarron Hills	Grand Totals	118
CIVA Charter High School	Grand Totals	427
Columbia Elementary School	Grand Totals	105
Community Prep. Charter School	Grand Totals	0
Coronado High School	Grand Totals	2779
Digital High School	Grand Totals	52
Doherty High School	Grand Totals	4607
Edison Elementary School	Grand Totals	48
Food Service Organization	Grand Totals	0

Freedom Elementary School	Grand Totals	42
Fremont Elementary School	Grand Totals	74
Galileo School of Math and Science	Grand Totals	119
GLOBE Charter School	Grand Totals	31
Grant Elementary School	Grand Totals	61
Henry Elementary School	Grand Totals	54
Holmes Middle School	Grand Totals	986
Howbert Elementary School	Grand Totals	16
Jack Swigert Aerospace Academy	Grand Totals	304
Jackson Elementary School	Grand Totals	102
Jenkins Middle School	Grand Totals	1666
Keller Elementary School	Grand Totals	33
King Elementary School	Grand Totals	45
Madison Elementary School	Grand Totals	165
Mann Middle School	Grand Totals	1070
Martinez Elementary School	Grand Totals	56
Midland International Elementary School	Grand Totals	49
Mitchell High School	Grand Totals	4218
Monroe Elementary School	Grand Totals	131
North Middle School	Grand Totals	1627
Odyssey Early College and Career Options	Grand Totals	46
Palmer High School	Grand Totals	1306
Penrose Elementary School	Grand Totals	70
Queen Palmer Elementary School	Grand Totals	64
Rogers Elementary School	Grand Totals	64
Roosevelt Charter Academy	Grand Totals	237
Rudy Elementary School	Grand Totals	35
Russell Middle School	Grand Totals	505
Sabin Middle School	Grand Totals	756
Scott Elementary School	Grand Totals	74
Springs Community Night School	Grand Totals	20
Steele Elementary School	Grand Totals	111
Stratton Elementary School	Grand Totals	34
Taylor Elementary School	Grand Totals	50
Tesla Educational Opportunity School	Grand Totals	121
The Bijou School	Grand Totals	86
Trailblazer Elementary School	Grand Totals	24
Twain Elementary School	Grand Totals	112
West Elementary School	Grand Totals	82
West Middle School	Grand Totals	42
Wilson Elementary School	Grand Totals	100

Colorado Springs School Distric X | Volunteer Services / D11 Partners X | Staff Directory / Staff Directory X | Recent Flyers X +

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Welcome, louann.dakleva@d11.org (**My Account** | Logout)

My School ▾   Help ▾   ⊙ 𝕏 🔊 f

My Flyers

- Send a Flyer
- My Flyers
- Eflyer Templates

My Approval Center

- My Pending Approvals (5)
- My Approval Summary
- All District Flyers

District Management

- District Settings
- District Uploaders
- District Approvers
- School Administrators
- School Uploaders

My Account

- Training Tools
- Notification Preferences
- My Account Information
- My Favorites

Email List Upload

- School Name Matching
- Guardian Email Upload
- Synchronization Logs

Account Information

My Flyers

View your active flyers below.

Note: Flyer metrics show data from Sept. 8, 2018 through the present.

[   ] Find

More Results:

[1] 2 3 4 >

Title

Refining Your PLC, Leadership Academy II (552242)
Submitted: Aug 24-19:26   Metrics

Total Emails Sent	Total Emails Opened	Total Clicks
3,667	659 (18%)	33 ⓘ

School View   Flyer Metrics

Schools	Current Status	Post Date	Duration
Colorado Springs SD 11			
D11 Employees	Expired	Aug. 29, 2018	1 week

Delete Flyer

Recognizing The Power of PLC as a Singleton (552243)
Submitted: Aug 24-19:28   Metrics

Total Emails Sent	Total Emails Opened	Total Clicks
3,667	659 (18%)	180 ⓘ

School View   Flyer Metrics

Schools	Current Status	Post Date	Duration
Colorado Springs SD 11			
D11 Employees	Expired	Aug. 29, 2018	1 week

Delete Flyer

FJWAC Tuesday Tours (548579)
Submitted: Aug 24-19:44   Metrics

Total Emails Sent	Total Emails Opened	Total Clicks
23,527	8,511 (36.2%)	496 ⓘ

⊙ Support

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Welcome louann.dekleva@d11.org (**My Account** | **Logout**)

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My Flyers

Send a Flyer

My Flyers

Eflyer Templates

My Approval Center

My Pending Approvals (0)

My Approval Summary

All District Flyers

District Management

District Settings

District Uploaders

District Approvers

School Administrators

School Uploaders

My Account

Training Tools

Notification Preferences

My Account Information

My Favorites

Email List Upload

School Name Matching

Guardian Email Upload

Synchronization Logs

Eflyer Templates

Spanish Templates

Flyer design just got easier!

We've created full color flyer templates for your convenience. Simply download a Microsoft Word template below, customize for your school event, and save as a PDF. Your eflyer is now ready to upload and distribute to parents!

Announcement: Peachjar	Art Fair	Auction
Download	Download	Download

Back to School	Back to School	Bake Sale
Download	Download	Download

Band	Baseball	BasketBall Tryouts

Colorado Springs School Distric: X | Volunteer Services / D11 Partners X | Staff Directory / Staff Directory X | Peachjar District Staff Dashboard X | +

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My Flyers

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Email List Upload

- School Name Matching
- Guardian Email Upload
- Synchronization Logs

Flyers Are Now ADA Compliant

In accordance with the ADA's requirements for digital content, Peachjar's content now complies with the Web Content Accessibility Guidelines (WCAG) 2.0 A & AA standards. These are the guidelines by which the Office of Civil Rights requires the school district's digital content to comply with. We have successfully completed an audit performed with Monsido, a leading web accessibility scanning tool, and both our emails and school Peachjar flyer pages are in compliance.

Upon uploading your flyer, you will notice that there are new guidelines. Flyers must now be 1-4 pages in length, and embedded links within your flyer will no longer be supported. The text from your flyer will be copied and placed into a description box. For best results, we recommend that your flyer contains size 12 font or larger and that it is not a scanned document. Have questions? Contact Us

For flyer approval: After Feb. 20th, 2018 all flyers uploaded will contain a description box. From the approval page, click "ADA: Text Description" under each of these flyers. This will display the text that will be read by a screen reader. If the text on the flyer doesn't match the text in the description box, you may deny the flyer.

Why is Peachjar Free for Schools to Use?

Your district's agreement with Peachjar enables you to post and distribute internally-created flyers for free. Peachjar is funded by community organizations. These groups pay a service fee that is designed to be less than the cost to copy and deliver paper flyers to schools. Therefore, all flyers from your community partners must be posted to Peachjar by the organization themselves. Please refer all external groups seeking to distribute flyers to Peachjar.com for instructions.

Program Providers   Parents   Contact Us   Careers   Accessibility   ⓘ 🐦 🔊 f

② Support

Type here to search

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My School ▾   Help ▾

Approval Center >> All District Flyers

My Flyers

- Send a Flyer
- My Flyers
- Eflyer Templates

Organization's Name:	Flyer Title:

Search

◀◀ 2 3 4 10 11 ▶

My Approval Center

- My Pending Approvals (0)
- My Approval Summary
- All District Flyers

Cub Scout Pack 196

School Name	Status	Approved /Denied	Scheduled Posting	Delete All
Martinez Elementary School	🟢	Sep 10, 2018	Sep 10, 2018	Details Delete

Flyer ID: 561299
Uploaded: 09/10/2018
Duration: 1 month
Category: Youth Groups
By: Pikes Peak
Council, Boy Scouts of
America

District Management

- District Settings
- District Uploaders
- District Approvers
- School Administrators
- School Uploaders

Shooting Stars Hoops - basketball classes for kids

School Name	Status	Approved /Denied	Scheduled Posting	Delete All
Martinez Elementary School	🟢	Sep 10, 2018	Sep 10, 2018	Details Delete
Scott Elementary School	🟢	Sep 10, 2018	Sep 10, 2018	Details Delete
Steele Elementary School	🟢	Sep 10, 2018	Sep 10, 2018	Details Delete
Stratton Elementary School	🟢	Sep 10, 2018	Sep 10, 2018	Details Delete

My Account

- Training Tools
- Notification Preferences
- My Account Information
- My Favorites

Flyer ID: 560663
Uploaded: 09/08/2018
Duration: 1 month
Category: Sports &
Fitness
By: Shooting Stars

Email List Upload

- School Name Matching
- Guardian Email Upload
- Synchronization Logs

Shark Tank Winning Digital Test Prep Course!

School Name	Status	Approved /Denied	Scheduled Posting	Delete All
Bijou School	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete
Civa Charter Academy	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete
Community Prep Charter School	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete
Coronado High School	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete
Doherty High School	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete
Life Skills Center of Colorado Springs	🟢	Sep 07, 2018	Sep 07, 2018	Details Delete

Flyer ID: 559077
Uploaded: 09/06/2018
Duration: 1 month
Category: Higher
Ed/College Prep
By: A-STEM Plus, Inc.

⊕ Support

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