School Accountability (SAC) Training Agenda
November 09, 2017
Tesla Professional Development Center
6:00pm – 8:00pm
Room 116/129

6:00 – 6:05pm   **Welcome and Introductions**
Dr. Parth Melpakam – DAC Chairperson

6:05 – 6:30pm   **Bright Spots Initiative Overview** – Good practices that led to strong academic performance at D-11 Schools in 16 -17 – David Engstrom, Assistant Supt, Instruction, Curriculum and Support Services

6:30 – 6:45pm   **Testimonial from Patrick Henry ES** – How we got and sustained excellent student academic growth in 15-16 and 16-17 – Principal Brian Casebeer

6:45 – 7:10pm   **The Role of the SAC and the USIP** – "How is my school doing and how do I know?" – Dr. Ed Plute, DAC Accreditation Subcommittee Chair

7:10 – 7:15pm   **Handouts, Hot Topics and Breakout Instructions**
Lyman Kaiser – DAC Training and SAC Support Chair

7:20 – 7:55pm   **Break-out sessions –**

                 *Elementary Schools – Stay in room 116/129

                 *Secondary Schools – Proceed to room 112/113

- **Topics –**
  - Discuss sample USIP major strategies and action plans: How would I monitor and determine results?
  - Is your school using a social, emotional issues support package, e.g. Capturing Kids Hearts, Safe Communities Safe Schools, etc.? Is it working and how do you know?

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

- Door Prize and Evaluation of Training (leave at door)Door Prize

BRIGHT SPOT

CELEBRATIONS AND FOCUS GROUPS

BRIGHT SPOT SCHOOL GOALS

- Celebrate schools which demonstrated growth in both ELA and Math in SY2016-2017

- Give schools an opportunity to share with the district the practices they identified which impacted growth

LISTENING AND LEARNING VISITS

- Audubon
- Carver
- Edison
- Fremont
- Henry
- Russell

SCHOOL QUESTIONS

- Identify what impacted your growth in ELA and Math in Sy2016-2017?

- Was it a one-time change in SY2016-2017 or was it a culmination of strategies over time?

WHAT DID WE HEAR FROM THE SCHOOLS?

- Well….

TIME LINE

September

Listen and learn from schools which demonstrated growth in ELA and Math on PARCC

Discern with input from EDSS and principals the names of teachers from schools across the district that saw high growth last year

October

Invite teams to celebrations and focus groups at The Penrose House and Tesla PD Building

November

Analyze data from focus groups to discern common themes
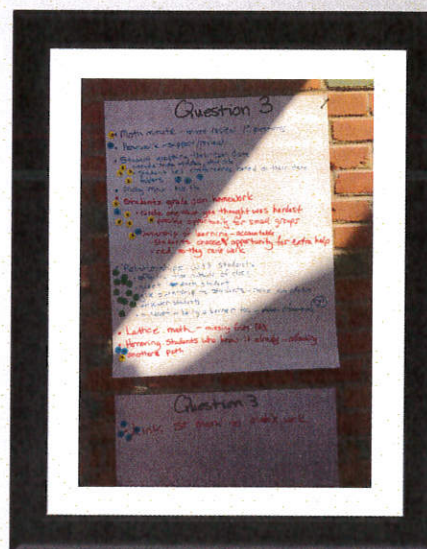
BRIGHT SPOT FOCUS GROUP GOALS

- Celebrate teams who saw high growth in students of all backgrounds in 2017
- Give teams an opportunity to share with the district the practices that made a difference for them
- Give teams a chance to share with one another great ideas for seeing academic growth
- Learn best practices from these teams to share with schools around the district

SCHOOLS INVOLVED*

- Adams
- Audubon
- Bristol
- Buena Vista
- Carver
- Edison
- Grant
- Henry

- Keller
- Penrose
- Scott
- Steele
- Trailblazer
- Jenkins
- Russell
- West
- Achieve Online

* Some invited schools were unable to attend

FOCUS QUESTIONS

<u>Teams grouped by school</u>
**Tell a story about a time when your team
saw the light bulbs go on for your students.**

What made that happen?

FOCUS QUESTIONS

<u>Teams Groups by Grade Level or Subject</u>

- What are the specific strategies that led to growth for your students?
- What will you be doing again this year that really worked last year?
- What strategies and practices would you share with other teams?

#3 Share with other teams

- Repetition of strategy implementation across content areas
- PLC: create assessment at grade levels, instruct, assess, PLC → intervention groups
- Sharing effective instructional strategies
- Develop good relationship w/ teammates
- Common planning time

Question 3

- Math minute - mixed review 10 questions
- Homework - support/review
- Student graphing their own data
  - trade math minutes, other data
  - student led conferences based on their data
  - folders
- Moby Max - kids like
- Students grade own homework
  - circle one that you thought was hardest
  - possible opportunity for small groups
- Ownership of learning - accountable
  - students choose opportunity for extra help
  - red so they can't work
- Relationships with students
  - offering time outside of class
  - greet each student
  - give ownership to students - choice, data collection
  - empower students
  - mindset - being a learner too - being vulnerable
- Lattice math - missing from MX
- Honoring students who know it already - allowing another path

Question 2

- Feedback to students
  - rubrics, exemplars, check lists
  - immediate
  - what you have, one opportunity for growth
  - specific
  - time to respond
  - single point → criteria for mastery and not yet

- DOIL - demonstration of individual learning
  - criteria/goal of what learning looks like
    (3/5 example)
  - Students can interact with DOILs to celebrate success
  - data for small group

- Plickers
  - tech piece for getting and the information (student data) and then teacher can provide immediate feedback
  - choose one or two from lesson to check on
  - formative assessment for teacher - fast

Small group-narrow the focus, build relationships, individualize for need, build student interest relevance

PLC process-focus on specific standards, CFA in Galileo. Instructional conversations

PLC: create assessment at grade levels, instruct, assess, PLC intervention groups

Feedback to students; rubrics,exemplars,checklists; immediate; specific; time to respond; single point

Team collaboration

PARCC type quizzes (Hard)-released item format their own texts starting 2nd Qtr

More emphasis on small group instruction- ELA + Math

THEMES AND BIG IDEAS

- Small group instruction

- Relationships with students

- Strategic assessment through PLC collaboration

NEXT STEPS

- PLC Coaching and Feedback

- Site Visits to High-Performing Teams

HENRY'S ONGOING MARCH TO IMPROVEMENT

Performance Plan
Performance Plan
Performance Plan
Performance Plan
Improvement Plan
Improvement Plan
Improvement Plan
Priority Improvement Plan
Performance Plan
Performance Plan

Performance Plan
Performance Plan
Performance Plan
Improvement Plan
Improvement Plan
Performance Plan
Priority Improvement Plan
Performance Plan
Performance Plan

Performance Plan
Performance Plan
Performance Plan
Improvement Plan
Performance Plan
Improvement Plan
Priority Improvement Plan
Performance Plan
Performance Plan

School: HENRY ELEMENTARY SCHOOL - 3920

District: COLORADO SPRINGS 11 - 1010 (1 Year[1])

Priority Improvement

Entering Year 3+ of Priority Improvement or Turnaround

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Does Not Meet	28.6%	(14.3 out of 50 points)
Academic Growth Gaps	Does Not Meet	31.3%	(7.8 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		34.6%	(34.6 out of 100 points)

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment

	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

School Performance Framework 2014 – PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: E

School: HENRY ELEMENTARY SCHOOL - 3920

District: COLORADO SPRINGS 11 - 1010 (1 Year)

Priority Improvement

Entering Year 4* of Priority Improvement or Turnaround

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Performance Indicators	Rating	% of Points Earned out of Points Eligible [2]
Academic Achievement	Approaching	41.7% (10.4 out of 25 points)
Academic Growth	Approaching	42.9% (21.5 out of 50 points)
Academic Growth Gaps	Approaching	41.7% (10.4 out of 25 points)
Test Participation [1]	Meets 95% Participation Rate	
TOTAL		42.3% (42.3 out of 100 points)

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%

[2] Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed.

Preliminary 2016 School Performance Framework

3920: HENRY ELEMENTARY SCHOOL | 1010: COLORADO SPRINGS 11

Level: E (1 YEAR) - VERSION A

Preliminary Plan Type

Performance Plan
76.2 / 100

This is the plan type the school is required to adopt and implement, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned. 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 more than one assessment will reduce the overall plan type by one level. Framework points are calculated using the percentage of points earned out of points eligible.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	57.8%	23.1 / 40	
Academic Growth	88.5%	53.1 / 60	

Rating	
Approaching	
Exceeds	

76.2%

Performance

Improvement

Priority Imp.

Turnaround

COLORADO
Department of Education

Preliminary 2017 School Performance Framework

3920: HENRY ELEMENTARY SCHOOL | 1010: COLORADO SPRINGS 11

Level: E - (1-Year)

Plan Type

Official plan type based on: 1-Year SPF report

Performance Plan: Meets 95% Participation

84 / 100

84.0%

- Performance
- Improvement
- Priority Imp.
- Turnaround

The plan type presented above is based on the total percent of framework points earned out of points eligible:

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand 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 is calculated from the percentage of points earned out of points eligible. 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.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	61.8%	24.7 / 40	Approaching
Academic Growth	98.8%	59.3 / 60	Exceeds

Reaching Benchmark Students

School name	All Grades	Kindergarten	First Grade	Second Grade	Third Grade
Academy ACL	Average progress	Average progress	Below average progress	Average progress	Well above average progress
Adams	Average progress	Average progress	Well below average progress	Well below average progress	Below average progress
Audubon	Well below average progress	Average progress	Well below average progress	Average progress	Above average progress
Bristol	Well above average progress	Well above average progress	Well above average progress	Well above average progress	Below average progress
Buena Vista	Below average progress	Below average progress	Above average progress	Average progress	Above average progress
Carver	Well below average progress	Above average progress	Well below average progress	Average progress	Average progress
Chipeta	Above average progress	Well above average progress	Average progress	Above average progress	Well below average progress
Columbia	Well above average progress	Well above average progress	Average progress	Well above average progress	Well above average progress
Edison	Well above average progress	Average progress	Average progress	Well above average progress	Well above average progress
Freedom	Average progress	Above average progress	Above average progress	Average progress	Well above average progress
Fremont	Well below average progress	Average progress	Well below average progress	Above average progress	Below average progress
GLOBE	Above average progress	Average progress	Above average progress	Above average progress	Above average progress
Grant	Average progress	Above average progress	Average progress	Below average progress	Average progress
Henry	Well above average progress	Well above average progress	Well above average progress	Well above average progress	Well below average progress
Howbert	Average progress	Below average progress	Average progress	Average progress	Above average progress
Jackson	Well above average progress	Well above average progress	Average progress	Well below average progress	Average progress
Keller	Well below average progress	Average progress	Average progress	Well below average progress	Above average progress
King	Well above average progress	Well above average progress	Well below average progress	Well below average progress	Well above average progress
Madison	Below average progress	Well above average progress	Below average progress	Below average progress	Below average progress
Martinez	Well above average progress	Above average progress	Average progress	Well above average progress	Well below average progress

Well Below Benchmark Students

School name	All Grades	Kindergarten	First Grade	Second Grade	Third Grade
Academy ACL	Below average progress	Below average progress	Below average progress	Above average progress	Well above average progress
Adams	Average progress	Average progress	Well below average progress	Below average progress	Below average progress
Audubon	Below average progress	Well below average progress	Below average progress	Below average progress	Well above average progress
Bristol	Above average progress	Above average progress	Above average progress	Well above average progress	Below average progress
Buena Vista	Well below average progress	Below average progress	Below average progress	Average progress	Well below average progress
Carver	Well below average progress	Average progress	Well below average progress	Below average progress	Average progress
Chipeta	Average progress	Above average progress	Average progress	Above average progress	Above average progress
Columbia	Well above average progress	Well above average progress	Above average progress	Average progress	Below average progress
Edison	Above average progress	Average progress	Below average progress	Well above average progress	Well above average progress
Freedom	Well above average progress	Average progress	Average progress	Well above average progress	Well above average progress
Fremont	Average progress	Average progress	Well below average progress	Above average progress	Above average progress
GLOBE	Average progress	Below average progress	Well below average progress	Well above average progress	Well below average progress
Grant	Well above average progress	Average progress	Above average progress	Above average progress	Well above average progress
Henry	Well above average progress	Well above average progress	Well above average progress	Average progress	Well above average progress
Howbert	Above average progress	Average progress	Average progress	Average progress	Below average progress
Jackson	Above average progress	Above average progress	Average progress	Average progress	Average progress
Keller	Average progress	Above average progress	Below average progress	Well below average progress	Above average progress
King	Well above average progress	Well above average progress	Above average progress	Well above average progress	Above average progress

Henry's Vision for the Future

The Henry community will be known for:

- A commitment to measurable learning - we get results

- High expectations for students and staff

- A warm, supportive environment

- Making no excuses

S tandards – unpacking, then prioritizing (PLC Question 1)

I ncreased **collaboration** around student and adult learning

M ade **schedule changes** in order to create daily Reading Academies for every child, 100-minute grade level PLC meeting time each week and interventionists in each grade

P **LC Leadership Team** to guide our work and increase leadership density

L istening and **learning** from each other and outside experts

I dentify students in need of **intervention** using **common** **formative assessments** (PLC Questions 2 and 3)

F **ace the facts** and **focus on the vision**

Y early student **achievement goals**

The Role of the SAC and the USIP

School Accountability Committee Training Night
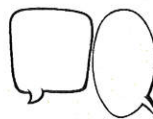
November 9, 2017

Ed Plute
District Accountability Committee Member
Chair, DAC Achievement and Accreditation 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
- School Performance Framework (SPF) – Introduction
- School Performance Framework (SPF) – Growth Examples
- 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 7.0, October 2017
https://www.cde.co.us/accountability/district_accountability_handbook2017

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

Understanding School Performance Frameworks

SPF POINTS EARNED ARE WEIGHTED

Elementary And Middle Schools	Academic Achievement 40%	Academic Growth 60%	
High Schools	Academic Achievement 30%	Academic Growth 30%	Postsecondary And Workforce Readiness 40%

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

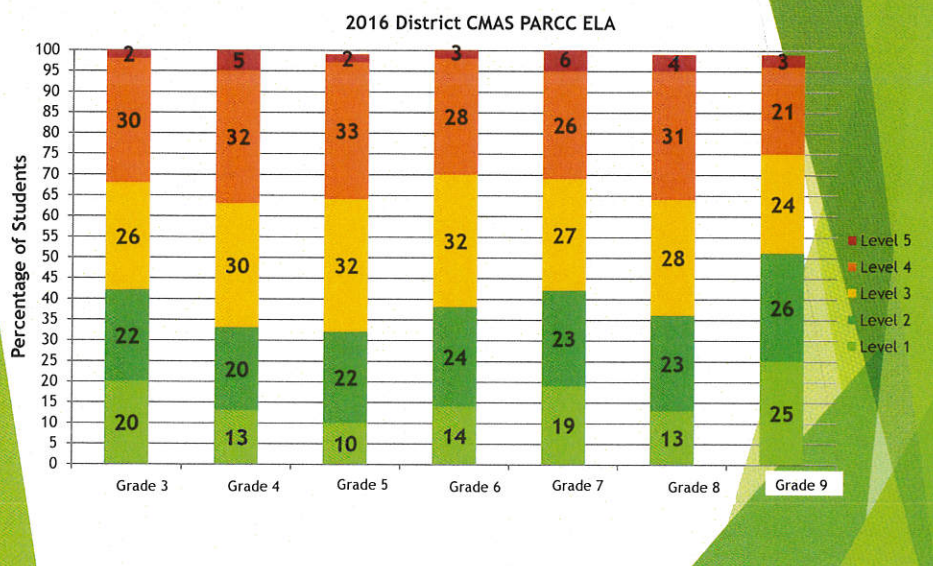| Total Framework Points	80%	Accredited with Distinction and Performance Plan (D-11 only)
	53.0%	Accredited with Performance Plan
	42.0%	Accredited with Improvement Plan
	34.0%	Accredited with Priority Improvement Plan
	25.0%	Accredited with Turnaround Plan

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

Understanding School Performance Frameworks

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

2016 District CMAS PARCC ELA

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Level 5	2	5	2	3	6	4	3
Level 4	30	32	33	28	26	31	21
Level 3	26	30	32	32	27	28	24
Level 2	22	20	22	24	23	23	26
Level 1	20	13	10	14	19	13	25

Percentage of Students

Understanding School Performance Frameworks
Academic Growth – Elementary and Middle Schools
Median Growth Percentile Example

2016 PARCC Math – Grade 4 RIT score

2017 PARCC Math – Grade 5 RIT score

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

650

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

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) Postsecondary and Workforce Readiness (40%) 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

	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.

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 16 – Submission to state on Requests to Reconsider

October 31 – USIPs submitted to D-11

December 14 – CDE assigns final accreditation category

January 16 – Priority Improvement and Turnaround Plans submitted to state

April 16 – Performance and Improvement Plans submitted to state

The Role of the SAC and the USIP

Timing - School Year

May (previous school year) One-page draft USIP submitted to D-11

Late July/ Early August - CDE sends data to schools (embargoed)

August ? - Data released to public

August 11 - Teachers return

August 18 – School starts (Day 1)

      - 137 Instructional Days to CMAS (9 April - testing window opens)

October 13 - End of 1st quarter (39 days)

October 31 - USIPs submitted to the District (D-11) (1/3 days gone until CMAS)

December 15 - End of 2nd quarter (78 days total)

      Past half-way point to CMAS testing. Good time for Interim assessments?

      (Optional: Winter Galileo-K12)

March 8 - End of 3rd quarter (122 days total)

April 9 – CMAS testing window opens

April 16 - Performance and Improvement plans submitted to the state

Ambiguity of Multi-Year Plans
Sense of Urgency?

The Role of the SAC and the USIP

Dynamic Nature of Things and Sustainability

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

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

Students are not "widgets"
Change in Leadership (District, School)
Turnover in Staff
Turnover on SAC Committees

Time is needed to assimilate "change".

The Role of the SAC and the USIP

Other impediments to making this all work.

▶ Is there complete buy-in from the entire staff?

▶ Buy-in from the school community? (Do we care? Do they care?)

▶ Is training done with fidelity? (How do you know?)

▶ Is classroom implementation done with fidelity? (How do you know?)

▶ What interim measures are to be used to show we are progressing in improving the identified "need"?

▶ How/when will we decide if it works? When to stop and do something else?

▶ Try to do too much (can't "focus" on everything).

▶ Strategies, actions are too vague and general.

▶ Did you indeed identify the real root cause?

▶ Focus on one area, often leads to "de-focus" in other areas.

▶ Sustaining success is not a given.

The Role of the SAC and the USIP

Interim Measures

Although written in the Action Section of the UIP, the interim measures are 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.

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

<u>Start the Conversation</u>

How are your students doing?
How do you know?

<u>Continue the Conversation</u>

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

The Colorado School Turnaround Network

COLORADO
Department of Education

Overview

The Turnaround Network will accelerate student achievement and build system capacity for select schools and districts through targeted support, resources and flexibility. The Network is a highly-collaborative and accountable endeavor between local schools, their districts and the Colorado Department of Education.

Framework

The Network uses a framework to support schools in developing a rigorous improvement plan that pushes on four research-based conditions to improve school performance and student achievement.

Culture of Performance Foster a positive learning environment that engages families and community members in the school.	**Talent** Employ systems and strategies to recruit, develop, evaluate and retain excellent teachers and support staff.
Academic Systems Design and implement a rigorous, aligned and engaging academic program with a specific focus on data-driven instruction.	**Operations and District Support** Create systems and processes that promote organizational effectiveness, including the strategic use of time, staffing, and financial resources.

"The Network has been amazing. I've been a principal for over 12 years, and I feel like I'm finally getting the PD I need, both through CDE and [our leadership training partner]."

– Network Participant

Core Network Components

Diagnostic Review and Improvement Planning
At the onset of the partnership, Network schools will receive a brief, targeted diagnostic review and improvement planning support aligned to key conditions for rapid improvement.

Performance Management
Network schools will partner with a CDE team member to frequently and regularly collect and monitor leading indicators of change, problem-solve together, and connect with other network schools

Targeted Support
Network schools will receive targeted support from a CDE Turnaround Support Manager, as well as external providers from vetted partners.

Grant Funding
CDE will support the costs associated with participation in network activities. Network schools may be eligible for up to $70,000 per year to support improvement planning costs.
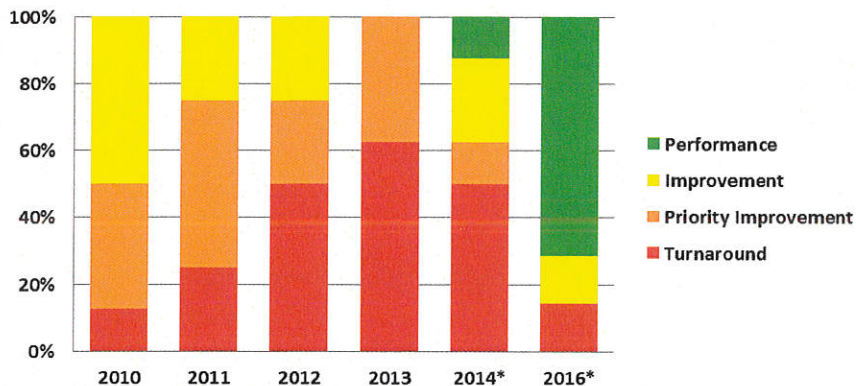
Intensive Professional Learning
Network schools will benefit from targeted professional learning aligned to the conditions for school turnaround and specific school needs. PD opportunities will be targeted towards principal supervisors, principals, instructional leaders and teachers.

Turnaround Network Year at a Glance

June 2017 — Kick-off & Principal PD — Convening — Convening — **December 2017** — Convening — Convening — **May 2018**

Site Visit — Site Visit — Site Visit — Site Visit — Site Visit

Turnaround Network Results

Percent of State Accountability Plan Types by Year
Turnaround Network Cohort 1

Legend:
- Performance
- Improvement
- Priority Improvement
- Turnaround

Years: 2010, 2011, 2012, 2013, 2014*, 2016*

87% of schools in CDE's 1st cohort of Turnaround Network schools have come off of the accountability clock during two years of Network participation (*spring 2014 through spring 2016).

Turnaround Network Application Timeline

All schools with a 2016 Priority Improvement or Turnaround Plan Type are eligible to apply.

December 7th	Application Released
Early January	Letter of Intent Due
February	Informational School Visits
Early March	Final Applications Due
Late March	Notification of Acceptance

To access the application and for more information:
http://www.cde.state.co.us/accountability/turnaroundnetwork

Program Contact Information

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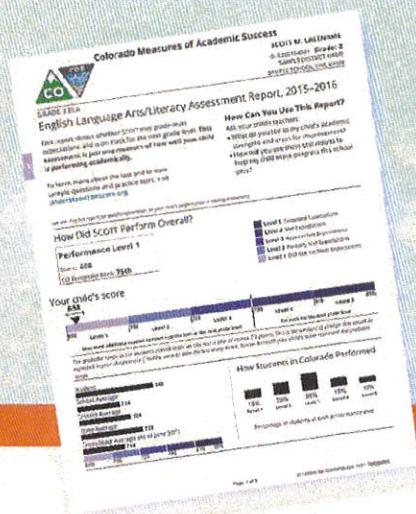
Colorado Measures of Academic Success

Understanding Score Reports for English Language Arts and Math Tests

CO | CDE | **COLORADO** Department of Education

www.cde.state.co.us

This year's score reports for the English language arts and math tests taken by students in grades three through nine feature information that will help parents better understand how well their child is meeting the expectations of the Colorado Academic Standards and if their child is on track for college or career after graduation.

How to Read Your Student's Score Report

1 **Student Performance Overview** – This section provides your child's performance level, overall score, and percentile ranking. Students receive a numerical overall score and, based on that score, are included in one of five performance levels. Level 5 indicates that a student exceeded expectations and Level 1 indicates that a student did not yet meet expectations. The percentile ranking shows how well your student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.
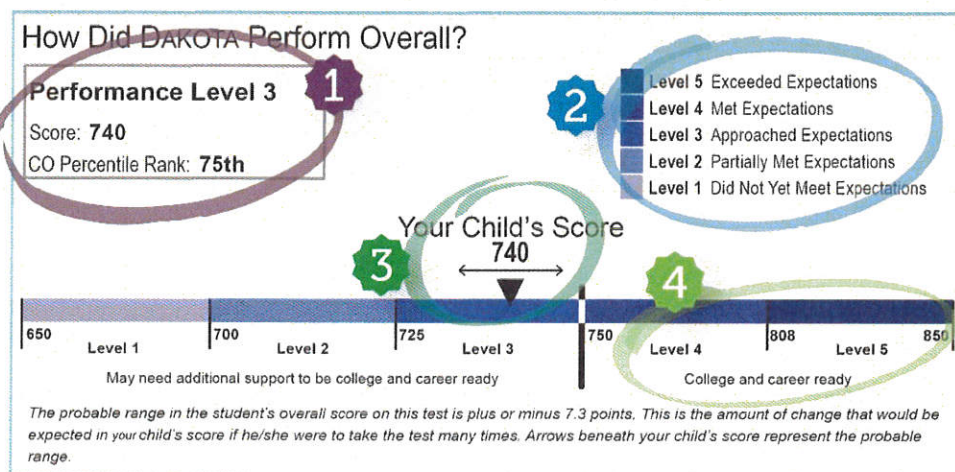
2 **Performance Levels** – Performance levels describe how well students met the expectations of their grade level or course. Each performance level is defined by a range of scores. Levels 4 and 5 indicate that your student met or exceeded expectations and is well prepared for the next grade level or course. Levels 1, 2 and 3 indicate that your student is not yet fully meeting grade level expectations.
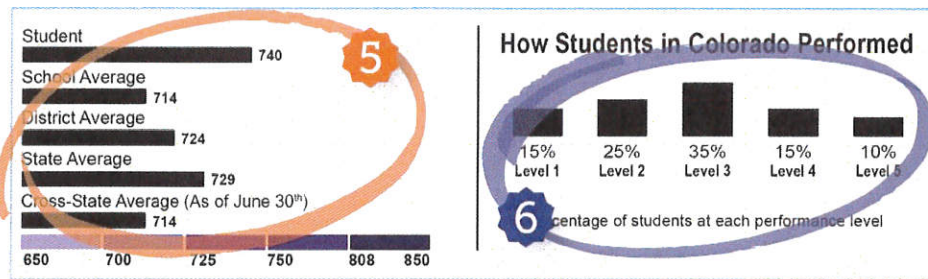
3 **Score Range** – The purple graphic shows the score ranges for each performance level and where your student's score fall within that range. Your child's score is indicated by the black triangle. The arrows beneath your student's scale score represent the probable range, which is the range of scores your student would likely receive if the test were taken multiple times. The number of points within the probable range is listed under the graphic.

4 **On Track for the Next Grade Level or Course** –Students who score at Level 1, 2, or 3 may need extra help to be successful in the next grade level or course. Students performing at Level 4 or Level 5 are considered on track for the next grade level or course. Knowing this now can help you start working early with your student's teacher to ensure that your student is ready for what comes next after graduation.

How Did DAKOTA Perform Overall?

1
Performance Level 3
Score: **740**
CO Percentile Rank: **75th**

2
Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your Child's Score
740

3 ◄ ► **4**

| 650 | 700 | 725 | 750 | 808 | 850 |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

May need additional support to be college and career ready | College and career ready

The probable range in the student's overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Arrows beneath your child's score represent the probable range.

5 **Overall Score Comparisons** – This area shows the average scores of students taking the same test in your child's school, district, state, and throughout the states administering the assessment. Use these score averages to see how your child's score compares to other students taking these tests.

6 **State Performance** – This graphic shows the percentage of students in Colorado who performed at each of the five performance levels and gives you a sense of how your child's performance compares to other students' performance in Colorado.

7 **Reading and Writing Performance** – The English language arts report includes your student's score in the categories of reading and writing. Students who met expectations scored 50 in reading and 35 in writing. Higher scores show your child exceeded expectations, while lower scores show he/she has not yet fully met the expectations. You can also see the average score for students in the school, district, and state. *Note: Reading and Writing sub-performance scores are on a different scale than the overall score. When added together, they will not equal your student's overall score.*

8 **Score Breakdowns** – This section provides a breakdown of your student's performance on specific skill sets, so you can see where your student is excelling or needs improvement. Performance in these areas is reported using categories rather than scores or performance levels. It also includes a description of the skills that demonstrate a clear understanding of grade- or course-level standards. An up arrow shows that a student met or exceeded expectations. A bidirectional arrow shows that a student approached expectations. A down arrow shows that a student did not yet meet or partially met expectations.
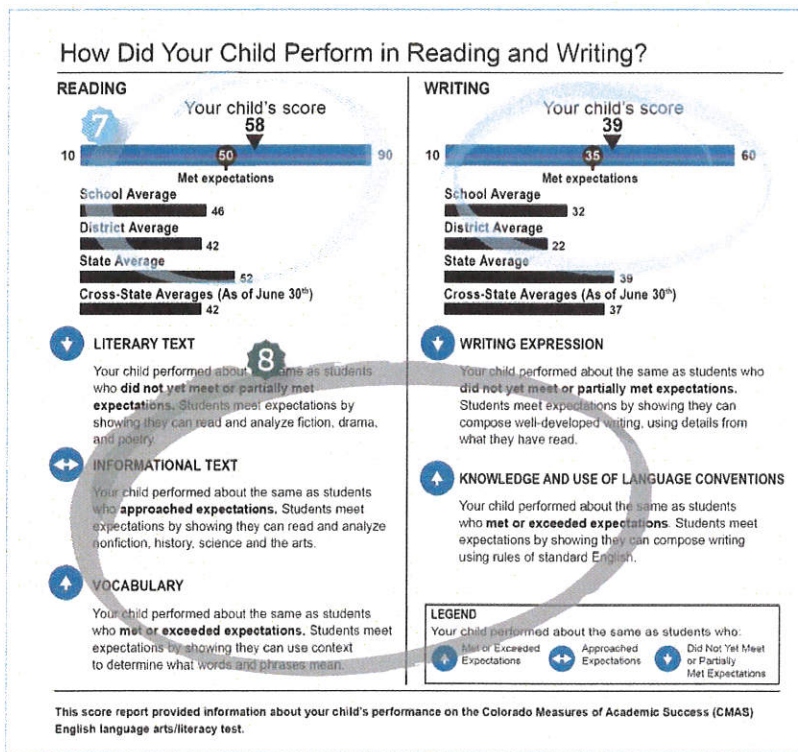
Where can I learn more?

Colorado's tests for English language arts and math were developed in collaboration with a consortium of states known as PARCC, or the Partnership for Assessment of Readiness for College and Careers. The PARCC-developed tests in English language arts and math are part of our state's overall testing system, called the Colorado Measures of Academic Success, which also includes tests in science and social studies.

To learn more, visit: www.cde.state.co.us/communications/resourcesforparents

HB15-1170 Background

The 'Increasing Postsecondary and Workforce Readiness Act' was signed into law on May 26, 2015. The legislation was drafted to encourage matriculation of high school graduates into various post-secondary opportunities including higher education and career and technical education (CTE) programs[1].

In regard to district and school accountability, the law requires the inclusion of an additional sub-indicator within the Post-secondary and Workforce readiness (PWR) indicator of the district and school performance frameworks. This sub-indicator will be included starting in the fall of 2016 and will complement the graduation, disaggregated graduation, dropout, and ACT data that has been historically captured within the performance frameworks. It will reflect the percentage of high school graduates who enroll in a career and technical education program, community college, or four-year institution of higher education in the school year immediately following graduation.

Calculation and Scoring of the Matriculation Sub-Indicator

The overall PWR indicator will account for 30% of the total points assigned to district and high school performance frameworks. The matriculation sub-indicator will account for two points of the eighteen points assigned to the overall PWR indicator (i.e. that are used to determine the 30%). This weighting was based on feedback CDE received from the Accountability Work Group, the Technical Advisory Panel for Longitudinal Growth, and other stakeholder groups. The prevailing viewpoint was that districts/schools should have more emphasis placed on graduation rates than matriculation rates in regards to number of points assigned.

HB15-1170 specifies how points are to be awarded in regard to each matriculation option within the sub-indicator. Specifically, '(IV) Beginning in the 2016-17 school year, the overall percentages of students graduating from all of the district public high schools or all institute charter high schools who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education. The Department shall weight each postsecondary enrollment option equally in determining a school district's or the institute's level of attainment on the measure.' In effect, the calculation is an unduplicated count of students that are enrolled in any one of the three options, divided by the number of graduates identified for each school and district. This provides the percentage of graduating students that successfully matriculated. In addition to the overall matriculation rate for all programs, the disaggregated CTE, 2-year, and 4-year rates will be reported in the frameworks to allow for district/school comparisons and to be utilized as part of the improvement planning process.

The included data will reflect one-year lagged data which will coincide with the graduation data reflected in the frameworks. For example, the performance frameworks released during the fall of 2016 will reflect high school graduates from spring 2015 that were enrolled in a higher education institution/CTE program during the subsequent summer or fall of 2015. Any high school graduate that earned a CTE certificate or two-year degree while they were enrolled in high school will also be included as meeting the matriculation expectation. This level of detail will allow for calculations to be performed and reported at an overall, 2-year, 4-year, and CTE level for each district and school.

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[1] HB15-1170, Complete Bill: www.statebillinfo.com/bills/bills/15/1170_enr.pdf

Timeline

- **Spring 2016:** Preliminary calculation and validation of the PWR matriculation sub-indicator. CDE discussed process with the Accountability Work Group & Technical Advisory Panel.

- **May 2016:** Released 2015 District/School Informational Reports to districts that included the PWR Matriculation Sub-indicator.

- **September/October 2016:** the PWR matriculation sub-indicator will be fully incorporated and released within the school and district performance frameworks.

Higher Education & Career and Technical Education Enrollment: Data Source & Process

The Colorado Department of Higher Education (CDHE) will be providing and supporting the validation of two-year institutions, four-year institutions, and career and technical education student enrollment information. CDHE utilizes the Student Unit Records Data System (SURDS) to obtain enrollment information for all students enrolled in public higher education institutions within the State of Colorado. All career and technical education enrollment information will also be provided to the Colorado Department of Education by CDHE. In addition, CDHE holds a contract on behalf of CDE, per statute, with the National Student Clearinghouse (i.e. NSC; see www.studentclearinghouse.org). This organization provides enrollment information for students in higher education institutions across the United States. Per NSC, 96% or 20.1 million of currently enrolled postsecondary students (98% of all public and private institutions) are covered by their services. A list of participating institutions is available at: www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php.

Lastly, the NSC and SURDs files will be linked by the Department of Higher Education staff to provide an additional validation of data quality (i.e. by the identification of discrepancies between the two file types). The resulting file will also identify students that completed a CTE certificate and/or two-year degree while they were still enrolled in high school. The final file provided by CDHE will be used for the construction of the matriculation sub-indicator.

The following Colorado institutions were identified as having enrolled 2014 high school graduates during the fall of the 2014-2015 academic year.

Adams State University	Aims Community College	American University
Arapahoe Community College	College America	Colorado College
Colorado Christian University	Colorado Mesa University	Colorado NW Community College
Colorado School of Mines	Colorado State University	Colorado State University – Pueblo
Colorado Technical University	Colorado Technical University – Denver	Colorado Technical University - online
Colorado Mountain College	Community College of Aurora	Community College of Denver
Delta Montrose Technical College	Ecotech Institute – Aurora	Everest College-Aurora
Everest College-Thornton	Everest College – Colorado Springs	Emily Griffith Technical College
Fort Lewis College	Front Range Community College	Johnson & Wales University – Denver
Lamar Community College	Metropolitan State Univ. of Denver	Morgan Community College
Northeastern Junior College	Otero Junior College	Pickens Technical College
Pikes Peak Community College	Pueblo Community College	Red Rocks Community College
Regis University	Rocky Mountain College Art & Design	The Art institute of Colorado
Trinidad State Junior College	University of Colorado Boulder	University of Colorado-Col. Springs
University of Colorado Denver	University of Denver	University of Northern Colorado
Western State Colorado University		

Statute does not specify a minimum number of credits that must be met in order for a student to be included in the count of students who were enrolled in CTE or higher education. For the performance framework calculations, CDE includes any student that CDHE and/or NSC data shows to have participated in a CTE or higher education program, regardless of the number of credits earned.

Release of the PWR Indicator

During May 2016, the *2015 District/School Informational Reports* were released to districts so they could see what their data would have been if the matriculation sub-indicator were incorporated in the framework. During the fall 2016 performance framework release, the new matriculation sub-indicator will be included and will impact both the PWR indicator rating determination and the overall accountability rating.

Frequently Asked Questions

Why don't we use a 'best of' rate when calculating matriculation rates (i.e. like we do for graduation rates)?
- One purpose of the legislation is to incentivize higher education matriculation within a time frame that can be attributed to the district or school. The legislation was specific to looking at the enrollment in the year immediately following high school graduation.

Do we get credit for CTE and/or college enrollment while the student is still enrolled in high school?
- The statute is explicit in stating that credit is to be assigned for students that have graduated and enrolled during the year following graduation. Thus, credit will not be assigned solely based on participation in any of these options during high school. However, credit will be given if a student completes a certificate or degree while in high school.

What about students that have already earned a 2-year degree or completed a CTE certificate or program during high school? Are they included in the 'numerator'?
- All high school graduates that earn a CTE certificate, 2-year, or 4-year degree during high school will be included within the numerator for matriculation calculations.

What about other matriculation options? For example, a student has transitioned to a high paying job based on skills and/or CTE training obtained during high school. However, since they don't appear in any of the identified categories are we being penalized?
- Statute does not identify other pathways for students to be included within the sub-indicator. Labor data is not available for determination of adequate employment. Thus, credit will not be granted as part of the standard process. However, supplemental data may be considered as part of the request to reconsider process.

What will be permitted in regard to the request to reconsider process related to the matriculation sub-indicator? For example, what documentation may be provided for students that we know are enrolled in an institution not covered by the NSC/DHE data sources? What about employment data, military enlistment, death of a student, enrollment in an out-of-country institution, gap year (after acceptance into higher education), ASCENT students and family businesses/farming data? Will any of this be permitted?
- The only data that may be utilized, from those listed, would likely pertain to aggregate military enlistment of high school graduates, proof of out-of-country enrollment, labor data, gap year with acceptance letter and verification of death. All supporting documentation will be evaluated on a case-by-case basis to determine appropriateness for inclusion. Additional guidance will be provided later in the year.

What Department of Education resources/technical supports exist to support districts in establishing processes to facilitate higher education matriculation, concurrent enrollment opportunities, etc.?
- The Office of Postsecondary readiness provides various resources to LEAs related to the aforementioned topics. Please visit their web-site at: http://www.cde.state.co.us/offices/postsecondaryreadiness.

What is the time frame, 'for enrollment of graduating students' that would retain them in the calculated numerator (i.e. number matriculating)?
- Per statute, the graduate has to be enrolled in a 2-year, 4-year, or CTE program during the year following graduation. Based on data availability, summer or fall enrollment in any of the eligible options would be considered as meeting this criterion. The use of subsequent spring data would create a need to lag the data by two years for inclusion in the performance frameworks. Based on internal analysis, the impact of spring enrollment on the overall matriculation calculation is minimal and will likely lead to the inclusion of summer/fall enrollment data only so that more recent information can be used. This would align reported data with that of the graduation rates (i.e. a one-year lag only).

What programs are considered within the CTE category? Where are the gaps (i.e. what programs aren't included)?

- All CTE programs included within the Colorado Department of Higher Education reporting system and the National Student Clearinghouse are included for CTE matriculation calculations. A list of all participating NSC institutions is available at: www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php.

What about students enrolled in CTE programs out-of-state, in colleges out–of-state not served by Clearinghouse, or in private or for-profit institutions?

- The National Student Clearinghouse reports a capture rate of 96% of graduating students. However, in cases where students aren't captured, they will be omitted or may be considered through documentation submitted via the request to reconsider process.

What are the rules/restrictions concerning the release of student-level data from colleges? Does the state and districts have the right to access the data? What data will be provided to districts for their use related to this sub-indicator?

- The Colorado Department of Education will provide to districts a file that includes the student identifier of graduating high school students along with an indicator of enrollment in 2-year, 4-year, or CTE programs pending receipt of the data, the state in which the student is enrolled will also be included.

What is the scoring rubric that has been applied to determine the number of points earned on this sub-indicator within the 2016 Performance Frameworks?

- The applied rubric is based on the State Board approved cuts of the 15th, 50th, and 85th percentiles of school matriculation rates. The associated percentages, ratings and associated points that are reflected in the 2016 District/School Performance Reports (based on 2015 high school graduates) are as follows:

Matriculation Rate	Rating	Points
At or above the 85th percentile (73.1%)	Exceeds	2
Below the 85th percentile (73.1%) but at or above the 50th	Meets	1.5
Below the 50th percentile (59.3%) but at or above the 15th	Approaching	1
Below the 15th percentile (41.1%)	Does Not Meet	0.5

Will matriculation rates be determined for AEC's and/or included in the AEC frameworks?

- Matriculation rates will be calculated for all districts and schools within the state and have adjusted targets for the AEC frameworks.

Are any colleges/CTE programs filtered from the data obtained from National Student Clearinghouse? Do we keep for-profit institutions that are included in the files?

- All reported institutions are included within our matriculation rate calculations.

Are subgroup participation rates related to the matriculation sub-indicator available? Will they be included in the performance frameworks?

- The calculated matriculation rates are not disaggregated by subgroup for point calculations. Currently, there's no plan to incorporate this level of reporting in the performance frameworks. Data provided to districts would allow them to calculate matriculation rates by subgroup and enrollment option if desired. CDE may be able to report this data in the future through the DISH or School Dashboard, if it would be useful.

Where can I learn more?

- Accountability website: http://www.cde.state.co.us/accountability
- State Accountability website: http://www.cde.state.co.us/accountability/stateaccountability
- For any additional questions concerning the matriculation sub-indicator, contact Dan Jorgensen, Ph.D. via e-mail at: Jorgensen_D@cde.state.co.us .