

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Dr. Nicholas Gledich, Superintendent  
Dr. Mary Thurman, Deputy Superintendent  
Personnel Support Services

**School Accountability (SAC) Training Agenda**

**September 14, 2017**

**Tesla Professional Development Center**

**6:00pm – 8:00pm**

**Room 116/129**

- 6:00 – 6:15pm     **Welcome, Introductions, Vision for DAC and SACs**  
Dr. Parth Melpakam – DAC Chairperson
- 6:15 – 6:25pm     **Testimonials – SAC - What works?**
- Kevin Gardner – Principal, Doherty High School
  - Audrey DeRubis - Parent (SAC Chair)
- 6:25 – 6:45pm     **SAC Basics – Training for Effective SACS**  
Dr. Ed Plute - DAC Accreditation Chair
- 6:45 – 7:10pm     **New D11 Discipline Policy (JK) and Attendance Policy (JH) Implementation**  
Dr. Gregory Ecks – Director, Brian Blanc – Assistant Director - Student Discipline Services
- 7:10 – 7:15pm     **Handouts and Hot Topics**  
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 –**
    - What is working in your SAC? What do you need from DAC, including future training topics?
    - What is the best way for DAC and SACs to communicate, including with each other?
    - Are the discipline and attendance policies working?
- 7:55 – 8:00pm     **Conclusion - room 116**
- Evaluation of Training (leave on table at door)
  - Door Prize

# Vision for DAC & SACs

September 14, 2017

Dr. Parth Melpakam

District Accountability Committee Chair



## Vision

Assist the District/Schools with decisions aimed at providing the best overall education for our children



## Mission

Support Schools in the development of SACs

Provide training & effective 2-way communication to every SAC

Provide timely recommendations to the BOE

- ❖ District Budget
- ❖ School Assessment, Achievement & Accreditation
- ❖ Charter School Applications
- ❖ Overall Effectiveness of District Programs

Participate in D-11's 3-year strategic process.



## Communication

Quarterly SAC Training Sessions

[DAC Website](#)

- ❖ Handouts, Meeting Notes & Useful Links

Monthly DAC Newsletters

- ❖ [September Issue](#)

One-on-One Assistance



THANK YOU  
Volunteers



## Training for Effective SACs



### School Accountability Committee Training Night

September 14, 2017

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



## 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



### 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 2017



- ❖ 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 2016

- ❖ 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\\_handbook2016](http://www.cde.state.co.us/accountability/district_accountability_handbook2016)



## 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

***See Agenda Planning Guide for more ideas***

## 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 assessment via PARCC (Grades 3 – 9)
- ❖ Graduation Rates and Dropout Rates
- ❖ CO PSAT (Grade 10) – new in 2016
- ❖ CO SAT (Grade 11) new in 2017 (replaces CO 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?

- ❖ K-12 Galileo is a name used for education management tools developed by Assessment Technology, Incorporated (ATI) [www.ati-online.com](http://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? 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 October 2017

## 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](mailto:Trudy.Tool@d11.org)**



## Student Discipline Services

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2017-2018 TRAINING AND  
DEPARTMENT UPDATES



## Student Discipline Services

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### Our Team:

- Director - Gregory B. Ecks, Ph.D.
- Assistant Director – Brian Blanc, M.Ed
- Administrative Specialist - Cyndee Turner
- Attendance Coordinator - Karrie Wymer

### Contact:

- 520-2998
- 711 East San Rafael, 80903





## Student Discipline Services

### DISTRICT OUTCOMES AND ESSENTIAL ACTIONS

1. Implement a clear student behavior manual and consistent disciplinary process
2. Students will attend school regularly
  - Student attendance is consistently at or above 95% at all grade levels and in all schools
  - 100% of students with chronic absenteeism have a plan in place to improve attendance
  - 100% of schools with attendance below 95% have a plan in place to improve attendance
3. Identify all levels of bullying and eliminate these issues through detection, resolution, and training.


STUDENT DISCIPLINE SERVICES

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## Student Discipline Services

### AGENDA

- Change to Discipline Policy and Regulation
- Using the  Student Information System
- Attendance Procedures and Protocols

STUDENT DISCIPLINE SERVICES

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## Student Discipline Services

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### SECTION 1: DISCIPLINE POLICY JK



## Student Discipline Services

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### 1994-2017

- Level I
- Level II
- Level III
- Level IV
- 55 Codes (195)
- 38 Responses (50+)
- "Progressive" Discipline
- Matrix

### 2017 - 2018

- Definitions
  - Material and substantial
  - Minor
  - Classroom
- 15 Codes
- 21 Responses (9 Actions)
- C.R.S. 22-33-106 (1.2)
- Guidance Document

Colorado Springs School District 11 Board of Education Policy JK, Student Discipline Revised June 12, 2013		
the receiving school shall enforce the RDP or, in conjunction with a representative from the sending school, shall complete the RDP		
Adopted: February, 1994 Revised: December, 1994 Revised: September, 1996 Revised: June 13, 2012 Revised: June 12, 2013		
LEGAL REFS: Individuals with Disabilities Education Act, 20 U.S.C. §1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701, et seq. Americans with Disabilities Act, 42 U.S.C. §12101, et seq. Exception Children's Educational Act, C.R.S. 22-20-101, et seq.		
CROSS REFS: IHBAA, Response to Intervention (RtI) IHBAA-R, Regulation to Policy IHBAA, Response to Intervention (RtI) IHBAA-E-1, Multi-Tiered Model IHBAA-E-2, Implementation Plan JK-R, Regulation to Policy JK, Student Discipline JKD-JKE, Student Suspension/Expulsion/Denial of Admission JKD-JKE-2, Disciplinary of Students with Disabilities JKD-JKE-R, Regulation to Policy JKD-JKE, Student Suspension/Expulsion/Denial of Admission, and Policy JKD-JKE-2, Disciplinary of Students with Disabilities		
Policy Owner: Student Discipline Services		
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## STUDENT DISCIPLINE SERVICES

Colorado Springs School District 11 Board of Education Policy JK-R, Regulation to Policy JK, Student Discipline Revised June 12, 2013		
Level IV disciplinary actions shall include a mandatory five-day suspension by the Principal (or his/her designee) followed by referral to the Superintendent (or his/her designee) for expulsion, and may include the following:		
a. Parent/guardian contact b. Charges filed with civil authorities c. Administrator/parent/guardian/student conference d. Compensation for damages e. Loss of extracurricular activities and/or exclusion from ceremonies, activities, and/or commencement exercises		
General		
For any disciplinary infraction under Levels II, III, or IV which results in suspension and/or expulsion, it shall be presumed that the conduct constitutes one or more of the following grounds for suspension and/or expulsion: (i) continued willful disobedience or open and persistent defiance of proper authority; (ii) willful destruction or defacing of school property; (iii) behavior on or off school property which is detrimental to the welfare or safety of other students or of school personnel including behavior which causes a threat of physical harm to the student or to other students; (iv) serious violations in a school building or on or off school property; (v) repeated interference with a school's ability to provide educational opportunities to other students; or (vi) declaration as a habitually disruptive student. In addition, any Level III or Level IV disciplinary infraction shall constitute a material and substantial disruption for purposes of designating a student as habitually disruptive pursuant to Board Policy JK.		
Adopted: February, 1994 Revised: August, 1994 Revised: December, 1994 Revised: October, 1995 Revised: August, 1996 Revised: September, 1998 Revised: August 2003 Revised: May 9, 2012 Revised: June 12, 2013		
LEGAL REFS: Individuals with Disabilities Education Act, 20 U.S.C. §1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701, et seq. Americans with Disabilities Act, 42 U.S.C. §12101, et seq. Exceptional Children's Educational Act, C.R.S. 22-20-101, et seq. Harassment, C.R.S. 18-6-111		
CROSS REFS: IHBAA, Response to Intervention (RtI) IHBAA-R, Regulation to Policy IHBAA, Response to Intervention (RtI) IHBAA-E-1, Multi-Tiered Model IHBAA-E-2, Implementation Plan JK, Student Absences and Excuses JKDE, Bullying Prevention and Education JKDI, Weapons in Schools		
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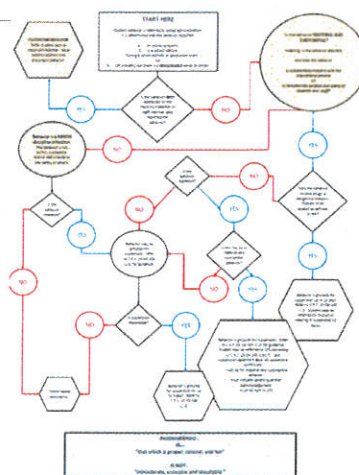
## STUDENT DISCIPLINE SERVICES



Reasonableness of a school rule in the control of students has at least two aspects—the jurisdictional reach of the school's authority beyond the school grounds and the nature and degree of the discipline visited upon the student. Reasonableness is the common-law watchword of the teacher/student relationship. To act reasonably is the primary test of tort law and is a favorite definition of proper and expected conduct in society, generally.



- Guidance
- Consistent
- Discretion





## Student Discipline Services

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### SECTION 2:



## Student Discipline Services

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### UPDATES TO :

1. Behavior data
2. Classroom Behavior Tab
3. Referral Form
4. Suspension – Behavior Letters



## Student Discipline Services

# ATTENDANCE



## Student Discipline Services

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### Colorado School Attendance Law

"Every child between the ages of 6 and 17 years old shall attend school for at least 1056 hours each school year if in secondary school and 960 hours each school year if in elementary school."

Student Discipline Services





## 2018-19 School Year

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- Chronic absenteeism will be factored into accountability considerations for elementary and middle schools..
- At the high school level, will be maintaining current postsecondary workforce readiness indicators (dropout rate, graduation rate, SAT score) in the short-term.
- A longer-term recommendation to broaden the definition to include metrics such as completion of advanced coursework, post-graduation employment, or enlistment in the military.

Student Discipline Services




## Student Discipline Services

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- **Identification of Chronic Absenteeism**
  - Chronically Absent: Colorado Revised Statute 22-33-104 (4) (b.5)
- **Chronic Absenteeism** - The unduplicated count of students absent 10% or more of the days enrolled in the public school year during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction -related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12.

Student Discipline Services






## Student Discipline Services

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### Habitual Truant

- If a student is absent without a valid and verified parent/guardian excuse, or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered "truant."
- Child who is "habitual truant" means a child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years and who has **four total days of unexcused absences from school in any one month or 10 total days of unexcused absences from school during any school year.**

Student Discipline Services



## Student Discipline Services

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### BOE Policy JH

- It is the **responsibility of the student and/or parent/guardian to request**, access and/or obtain make-up work assignments. Make-up work assignments shall be provided for any class in which a student has an **excused absence**. A student will receive **full credit for work missed as the result of an excused absence**.
- To minimize the effects of absenteeism, parents/guardians should limit appointments and other non-school related activities to outside school hours. When appointments must be made during school hours, or whenever a student must be absent from school for any portion of the school day, it will be the responsibility of the parent/guardian to notify school officials in writing or by telephone stating the reason for their child's absence. When a parent/guardian **fails to notify** the school of their child's absence, the absence will be **recorded as unexcused**.

Student Discipline Services

## Key Milestones/Deadlines Through Dec 2017

### Accreditation and Unified Improvement Plan Milestones/Deadlines:

- 25 Aug 17: Preliminary school and district performance frameworks and plan type available to schools and districts
- 25 Aug 17: growth data available to schools and districts
- 08 Sep 17: Pre-populated reports (Section I) of the UIP will be available in the online UIP system. [Note: The 2017-18 UIP template is available now in the online system.]
- 15 Sep 17: Districts may submit draft “requests to reconsider” for district accreditation rating and school plan types. CDE will review and comment on drafts ASAP.
- 25 Sep 17: Last date for districts to send notification to parents with information about the school’s plan type, UIP process, and upcoming Board public hearing for all schools with Priority Improvement or Turnaround plan type (unless being appealed through the Request to Reconsider process).
- 25 Sep – 26 Oct 17: SACs of schools with a Priority Improvement or Turnaround plan type should be inviting parents to provide input on the USIP for 17 -18. [Note: Family involvement strategies must be included in the plan.]
- 02 Oct 17: Tentative, release of preliminary 2017 AEC School Performance Framework reports to districts for review. [Note: D-11 has five approved AEC schools.]
- 16 Oct 17: Districts must submit to CDE the school accreditation form indicating the Board approved district and school accreditation ratings for their schools. Final “Request to Reconsider” documentation for any school or district appeals must also be submitted by Oct 16<sup>th</sup>.
- 30 Oct 17: Tentative, draft school UIPs (USIPs) due to district for peer review (Schools with Priority Improvement or Turnaround Plans required may be required to submit sooner.) District has yet to announce specific milestones for submissions to district Admin.
- Nov or Dec 17: Board of Education must hold public hearings and approve USIPs for all Priority Improvement and Turnaround Plans. [Note: ESSA Accountability – any Title I school in the lowest 5% or high school with a graduation rate below 67% as identified by CDE will have additional USIP requirements and support for submission with the April 2018 final submission.]

### Miscellaneous

- 17 Aug – 15 Oct 17: Complete initial School Readiness assessment for all kindergarteners and develop school readiness strategies.
- 15 Sep 17: All elementary schools should have action plans in place for Reading to Ensure Academic Development (READ) Act implementation in 2017 – 2018.
- 02 Oct 17: Official student count date for 2017 – 2018 school year.
- 01 Nov 17: D-11 Choice Window opens for 2018 – 2019 school year (ref. Reg. JFBA/JFBB-R)
- 16 Nov 17: Last day to submit application for Concurrent Enrollment in Spring 18 semester college course (ref. IHCD-E-1)





# School and District Accountability



**COLORADO**  
Department of Education

**The goal of our education system in Colorado is to prepare all students for success in the workforce and college.**

Each year, every school and district receives a performance rating to let parents and communities know how well they are doing in meeting this goal.

Part of the reason students take state assessments is to help understand which schools and districts need support and which we may want to learn from. The other reason students take state assessments is to give parents and teachers additional information about how individual students are doing.

Information from state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates, factor into performance ratings assigned to schools and districts. The ratings also help the Colorado Department of Education, State Board of Education and legislators make decisions about how to help struggling schools.

## RATINGS ARE BASED ON THREE CATEGORIES OF PERFORMANCE:

### ACADEMIC ACHIEVEMENT

**Average scores on state assessments in each grade.**

The average is sometimes called the "mean scale score."

Using the average score ensures that the achievement of all students and disaggregate groups is incorporated into this component of school ratings. (English language arts, math and science)

**How Scores are Weighted  
for Elementary and  
Middle Schools**

**40%**  
**Academic Achievement**

**60%**  
**Academic Growth**

### 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 assessments given to high school students
- ACCESS assessment for all students and disaggregate groups who are still learning the English language

**How Scores are Weighted  
for High School and  
Districts**

**30%**  
**Academic Achievement**

**40%**  
**Academic Growth**

**30%**  
**Postsecondary Readiness**

### POSTSECONDARY READINESS

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

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



# School and District Accountability

## Ratings are Assigned to Schools and Districts

Every year districts receive a District Performance Framework (DPF) report, which determines their accreditation rating. Schools receive School Performance Frameworks (SPF), which determine their school plan types. Districts may submit additional performance data to CDE through the Request to Reconsider process to best describe the performance of the school or district.

### SCHOOL RATINGS

Turnaround

Priority Improvement

Improvement

Performance Distinction

Insufficient State Data:  
Small Tested Population

Insufficient State Data:  
Low Participation

### DISTRICT ACCREDITATION RATINGS

Turnaround

Priority Improvement

Improvement

Accredited

Accredited With Distinction

Insufficient State Data:  
Small Tested Population

Insufficient State Data:  
Low Participation

### STATE ASSESSMENTS

State assessments determine how well students are mastering our Colorado Academic Standards – a rigorous grade-by-grade road map to help ensure students are successful in college, careers and life. Assessments used to calculate school and district performance ratings are:

- Colorado Measures of Academic Success in math and English language arts – third through eighth grade
- CMSA science – grades five, eight and 11
- PSAT – ninth and 10th grade
- SAT – 11th grade

### LEARN MORE

<https://www.cde.state.co.us/communications/resourcesforparents>

<http://www.cde.state.co.us/accountability/performanceframeworks>

View all CDE fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfaq>



**COLORADO**  
Department of Education

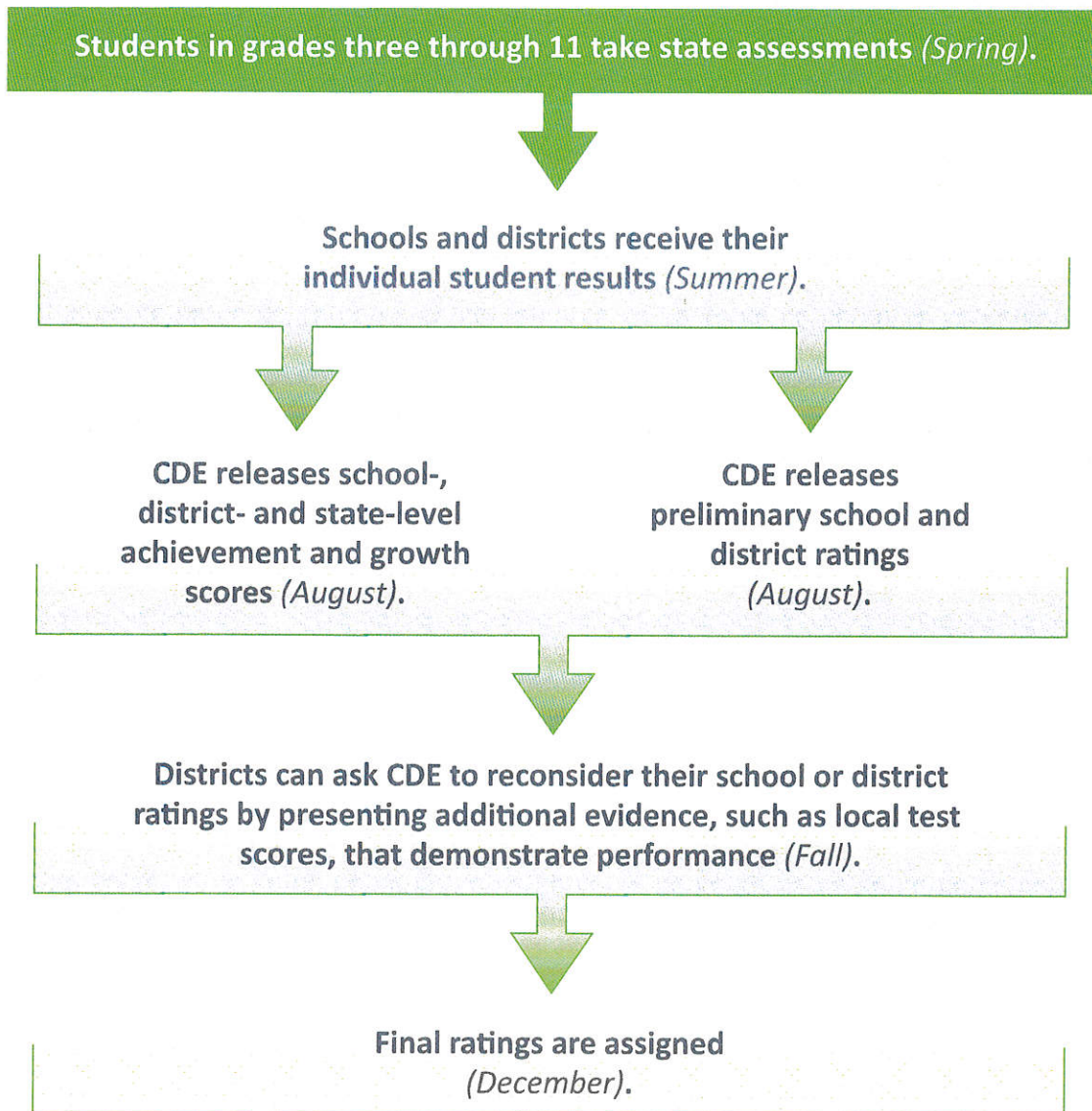


# School and District Accountability



**COLORADO**  
Department of Education

## Process for Assigning School and District Ratings



### LEARN MORE

<https://www.cde.state.co.us/communications/resourcesforparents>

<http://www.cde.state.co.us/accountability/performanceframeworks>

View all CDE fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfags>



**COLORADO**  
Department of Education





# Colorado Measures of Academic Success

## WHAT TO EXPECT FOR THE 2017-18 SCHOOL YEAR



**COLORADO**  
Department of Education

### Overview

In 2009 Colorado implemented more rigorous academic standards to ensure that all Colorado students are prepared for college and career success. Fully implemented in the 2013-14 school year, the Colorado Academic Standards set clear, consistent guidelines for what students should know and be able to do at each grade level across [10 subject areas](#), including English language arts, math, science and social studies. The rigorous standards were designed by educators and researchers, with significant input from higher education and workforce leaders, to help students prepare for life after high school. Prior to the adoption of the standards, too many students in Colorado were graduating from high school without the problem-solving and critical-thinking skills needed to succeed in college and in the workforce. These standards were designed to change that.

### The need for rigorous standards



Only 25 percent of Colorado's graduating class of 2016 met the ACT college readiness standards in all four subjects



36.1 percent of graduates from the class of 2016 who went to public colleges in Colorado needed remediation in at least one class

**74%**

By 2020, 74 percent of all jobs in Colorado  
—**3 MILLION JOBS**—  
will require education beyond high school

#### What is different about these standards?

Across all 10 content areas, the standards demand more of our students and teachers than previous standards

#### RIGOR

Students use inquiry, critical thinking and creative processes to solve problems

#### RELEVANCY

Students engage in real world scenarios that require the application and transfer of concepts and skills

#### DISCIPLINARY LITERACY

Students learn to speak, think, work and argue like mathematicians, artists, scientists, authors and historians

### Assessments align with rigorous standards

To accurately measure student mastery of these skills and expectations, Colorado adopted assessments that align with the [Colorado Academic Standards](#). Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts, math, science and social studies. Designed to be administered online, the tests feature a variety of interactive questions that are engaging and aligned with 21st century teaching and learning practices.



## WHAT TO EXPECT FOR THE 2017-18 SCHOOL YEAR

The standards-aligned assessments help educators and parents know how their students are performing and growing over time and how they compare to their peers across the district and the state.

### CMAS tests: mathematics, English language arts, science and social studies

State science and social studies tests measuring the Colorado Academic Standards were administered online in Colorado for the first time in the 2013-14 school year. The [Colorado Department of Education](#), testing contractor Pearson, and Colorado educators collaborated to develop these assessments, ensuring alignment to the Colorado Academic Standards, as well as innovative ways of measuring knowledge and understanding.

The English language arts and math assessments were initially developed in collaboration with the Partnership for the Assessment of Readiness for College and Career (PARCC). Colorado is currently working to develop test items just for CMAS English language arts and math assessments, but while that work is underway, items from the PARCC assessment will continue to be used.

### College Board's high school assessments

The Colorado legislature passed a law in 2017 that amended the high-school testing requirements and replaced the ninth-grade assessments with one aligned to the Colorado Academic Standards as well as to the 10th-grade assessment. The PSAT 10 that high school sophomores have taken for the past two years is required to be aligned with the state's college entrance exam that 11th-graders take – the SAT. In spring 2018, Colorado ninth-graders will take the PSAT as the statewide assessment in English language arts and math for the first time, replacing the Colorado Measures of Academic Success (CMAS) tests in those subjects for the ninth grade.

### 2017-18 tests

In the 2017-18 school year, CMAS testing will take place from **April 9 – 27**. However, the Colorado Department of Education will allow districts to begin testing online earlier in the content areas of science and social studies for high school and English language arts and math for all grades if they cannot complete testing within the allotted timeframe due to limitations on the number of computers or other devices needed for testing. The maximum test window for science and social studies is three weeks and for English language arts and math is five weeks.

State law allows districts to use paper versions of any online test.

### Colorado State Assessment 2017-18 Calendar

#### AUGUST 2017

CMAS English language arts, math, science and social studies, PSAT, and SAT 2017 results publicly released

#### APRIL 9 – 27, 2018

Official CMAS English language arts, math, science and social studies administration window

#### APRIL 10, 11, 12 2018

PSAT administered to 9th- and 10th-grade students

#### APRIL 10, 2018

SAT administered to 11th-grade students

#### SUMMER 2018

2018 Results available for CMAS English language arts, math science and social studies, as well as PSAT and SAT



## WHAT TO EXPECT FOR THE 2017-18 SCHOOL YEAR

### Which tests will students take?



**ENGLISH  
LANGUAGE  
ARTS/LITERACY**

Grades 3 through 8



**MATH**

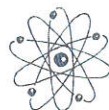
Grades 3 through 8



**SOCIAL  
STUDIES**

Grades 4 and 7  
(sampling approximately 1/3  
of schools participating)

Grades 11  
(all schools currently  
scheduled to participate)



**SCIENCE**

Grades 5, 8  
and 11



**PSAT**

Grades 9 and  
10



**SAT**

Grade 11

### Why are statewide tests important?

CMAS tests are the only common measuring tool for students in grades 3 through 8 in Colorado. Participation is important because results help students, parents, schools and districts understand whether students have mastered the content they need to know by the end of the school year and are on track to be ready for college or career after graduation. At the same time, state law requires local school boards to develop a policy allowing parents to excuse their students from participating in one or more state assessments. According to the law, districts cannot impose negative consequences on students or parents if a parent excuses their student from an assessment. Likewise, districts cannot impose burdens on students to discourage them from participating in an assessment.

### How will states tests be used?

Parents should know whether their children are gaining the knowledge and skills they need to succeed in today's complex world. CMAS is the only common measurement tool for Colorado students, helping teachers and parents understand whether students have mastered the content they need to know by the end of each school year in order to be on track for college and career success. Parents can also use CMAS scores to see how their students and schools are doing compared to other students and schools across the district and the state.

Schools and districts can use CMAS results to make improvements to instruction or to develop additional support and enrichment for students who need more help mastering the standards.

CMAS results from the 2016-17 school year will be used for school and district accreditation ratings in 2017 and for educator evaluations in the 2017-18 school year.

Even after the scores become part of accountability measures, they will not serve as the sole measurement for schools and teachers – other factors will still apply.

## WHAT TO EXPECT FOR THE 2017-18 SCHOOL YEAR

### When will results be publicly available?

School districts received their student-level CMAS results in June. School, district- and state-level summary results of students' 2017 tests in English language arts, math, science, social studies, PSAT and SAT were released in August.

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### LEARN MORE

- To learn more, visit: <http://www.cde.state.co.us/communications/tools>
- View all CDE fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfags>



# SCALE SCORES AND MEAN SCALE SCORES



**COLORADO**  
Department of Education



## WHAT IS A SCALE SCORE?

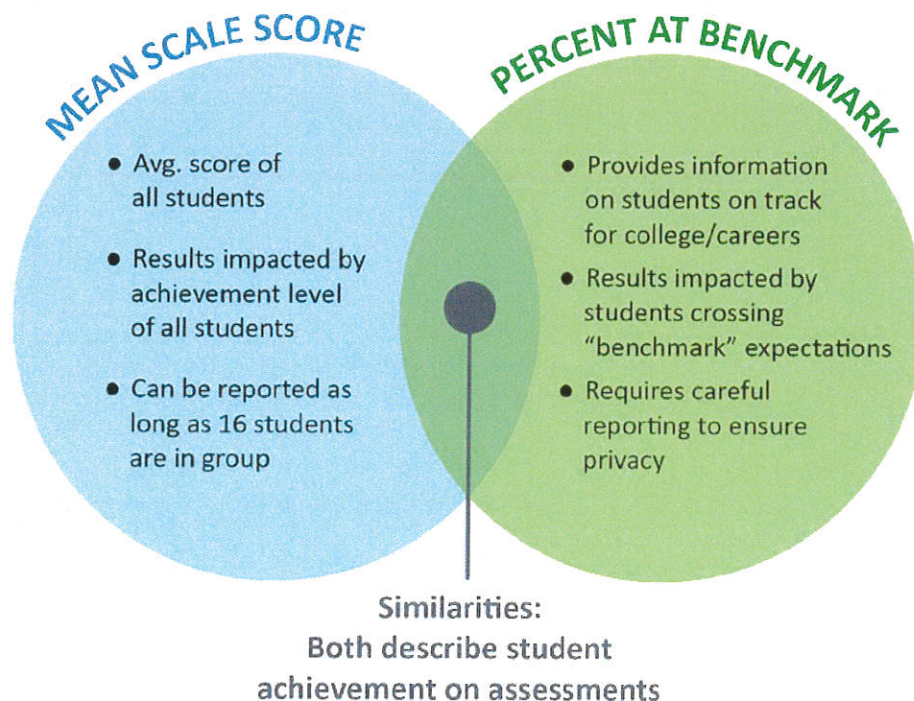
Students earn a scale score on each Colorado Measures of Academic Success assessment they take. For English language arts and math, the scale scores range between 650 and 850. Performance levels will show whether a student's score is meeting expectations. (See sidebar). Here is an example of scale scores from an Algebra II assessment:

650	700	725	750	808	850
Level 1	Level 2	Level 3	Level 4	Level 5	
May need additional support to be college ready.			College and career ready		

## WHAT IS A MEAN SCALE SCORE?

A mean scale score is the average performance of a group of students on an assessment. Specifically, a mean scale score is calculated by adding all individual student scores and dividing by the number of total scores. It can also be referred to as an average.

## WHAT IS THE DIFFERENCE BETWEEN MEAN SCALE SCORE AND PERCENTAGE OF STUDENTS AT BENCHMARK?



## What is performance level?

Performance levels help students, families, educators and school officials understand how students are performing against the content standards for college and career readiness.

The performance levels indicate what a typical student at each level should know based on their command of grade-level standards.

There are five performance levels:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations





## HOW DO I INTERPRET THE SCORE?

The mean scale score can best be understood by comparing it to the assessment performance bands. These bands identify if groups of students, on average, are meeting or not meeting grade-level expectations. Table 1 shows the scale scores that are associated with each performance level by assessment and grade.

For example, if the mean scale score for a group of students is 558 on the 8<sup>th</sup> grade science assessment it could be said that on average, the students “Approached Expectations.” The mean scale score doesn’t tell you the percentage of students that fall within each of the performance bands.

**Table 1. Assessment Scale Scores and Corresponding Performance Levels**

CMAS Assessment	Performance Levels With Score Ranges				
	Level 1 – Did Not Yet Meet Expectations	Level 2 – Partially Met Expectations	Level 3 – Approached Expectations	Level 4- Met Expectations	Level 5 – Exceeded Expectations
English Language Arts and Math (All Grades)	650-699	700-724	725-749	750 to exceeds cut score	Variable based on assessment - 850
Science (Grade 5)	--	300-545	546-649	650-770	771-900
Science (Grade 8)	--	300-555	556-651	652-784	785-900
Science (High School)	--	300-542	543-672	673-773	774-900

## HOW ARE MEAN SCALE SCORES USED?

Mean scale scores are used to measure achievement for school and district accountability. The scores can be calculated for students at the district, school, and group levels. Mean scale scores can be used as part of the Unified Improvement Planning process too. Remember, achievement on state assessments is combined with growth on assessments, as well as postsecondary measures for high schools and districts, to determine overall school and district performance.

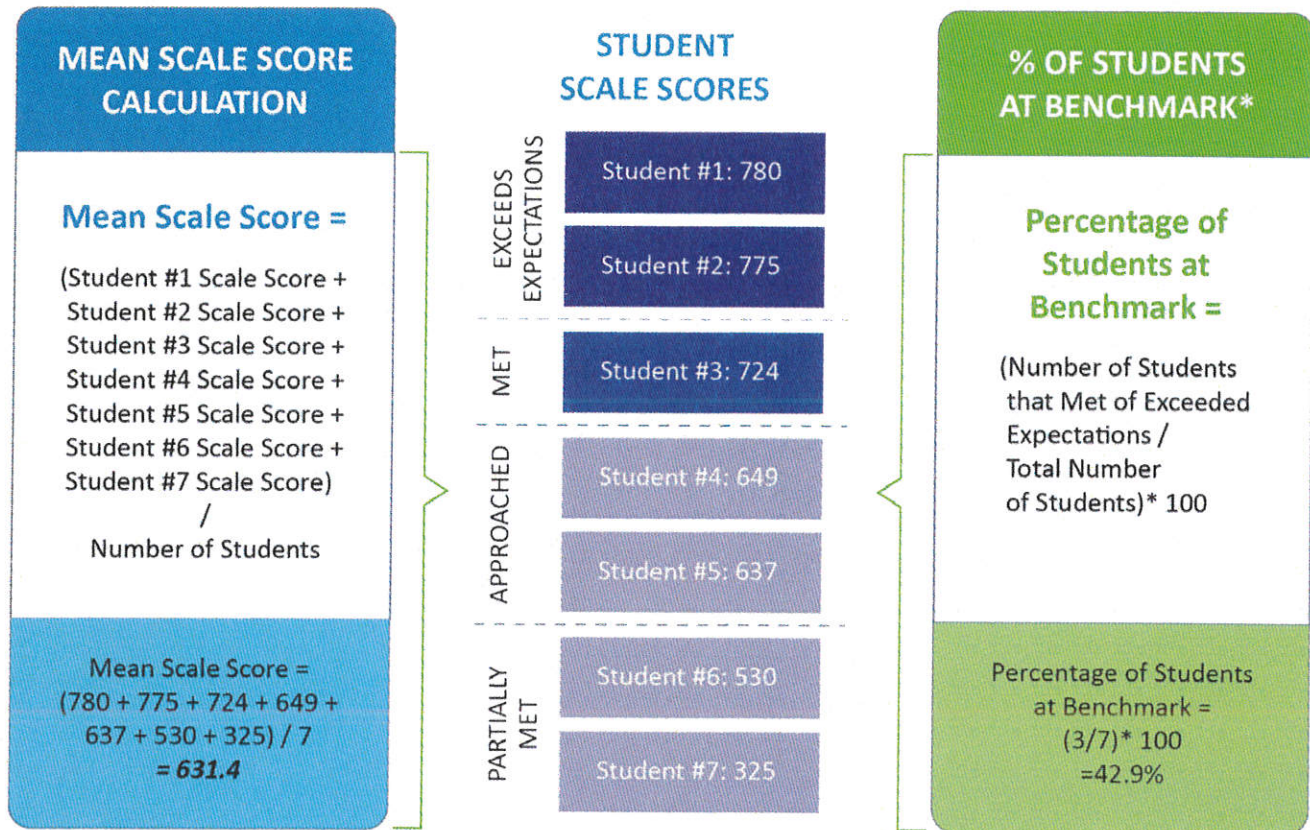
## WHY USE MEAN SCALE SCORES FOR ACCOUNTABILITY?

With the mean scale score, all student results count. No matter the achievement level of students, all of their scores influence the mean score; and changes in scores for all students impact the mean scale score as well. In contrast, the percent of students meeting expectations is not impacted unless students move above or below the cut score for “met expectations.” Changes for students within Levels 1-3 or Level 5 will not impact the percentage of students meeting expectations, meaning there is not an incentive within the accountability system to focus on students who are scoring at the highest or lowest levels.

There is greater opportunity for transparency in reporting mean scale score results, because the smaller numbers associated with meeting expectations are more likely to require suppression to protect individual student privacy.



**FIGURE 1: Calculation of Mean Scale Scores and Percent of Students at Benchmark**



## Where can I learn more?

- For additional information concerning the use of mean scale scores for accountability and improvement, please contact Dan Jorgensen at [jorgensen\\_d@cde.state.co.us](mailto:jorgensen_d@cde.state.co.us)
- Accountability fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfacts-accountability>



# Growth Fact Sheet



**COLORADO**  
Department of Education

- 1 Every year Colorado students in third grade through eighth grade are tested in English language arts and math.

178 Colorado School Districts test students in spring.



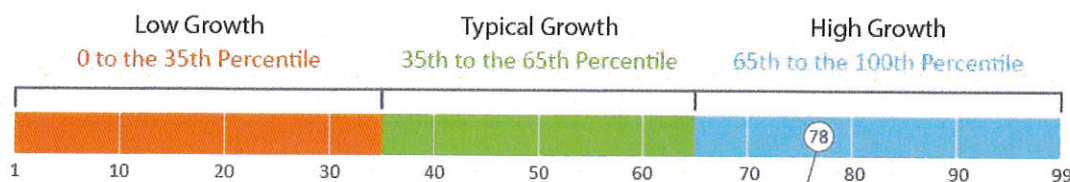
- 2 Individual student's scores are then grouped together with similar students' scores.



- 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.



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. Also, in 2017, for the first time scores are 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 2015 and 400 on the fourth-grade test in 2016 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 60<sup>th</sup> 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 60<sup>th</sup> 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 36<sup>th</sup> and 65<sup>th</sup> percentile. The state median growth percentile is 50 for each grade and subject. High growth is above the 65<sup>th</sup> 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 means 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 80<sup>th</sup> 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/growthmodelfaqsgeneral#q29>
- Annotated District Growth Summary Report 2017: <http://www.cde.state.co.us/node/12136/annotated-district-growth-summary-report-2017>
- Annotated School Growth Summary Report 2017: <http://www.cde.state.co.us/node/12136/annotated-school-growth-summary-report-2017>

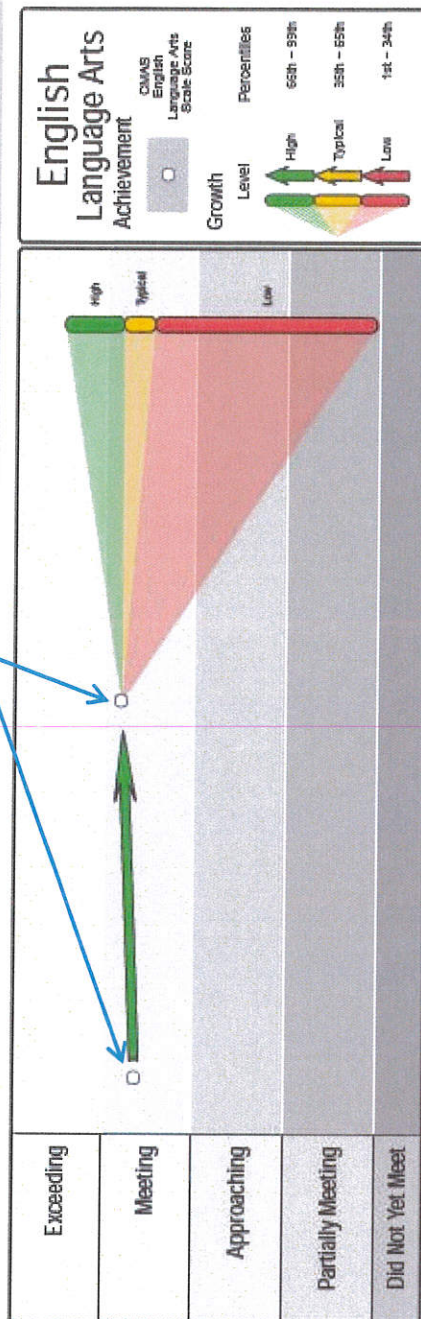




### How to Understand Individual Student Growth & Achievement Reports

The white dots stand for this student's scores in past CMAS PARCC administrations. The gray region each dot lies in is the student's achievement level from that year. The higher the dot, the higher the test score.

These are Colorado's achievement levels that classify CMAS PARCC scores. Each level is represented in the plot by different shades of gray.



These colored bars show the probable range of next year's scores for a student with this academic history. Low growth would put the student's 2017 score into the red area, typical growth into the yellow area, and high growth into the green range of scores. The fan tells us how much growth will be necessary for this student to achieve the next achievement level.

#### Achievement

#### Growth

The growth percentile scores appear in this row, directly below the corresponding arrow.

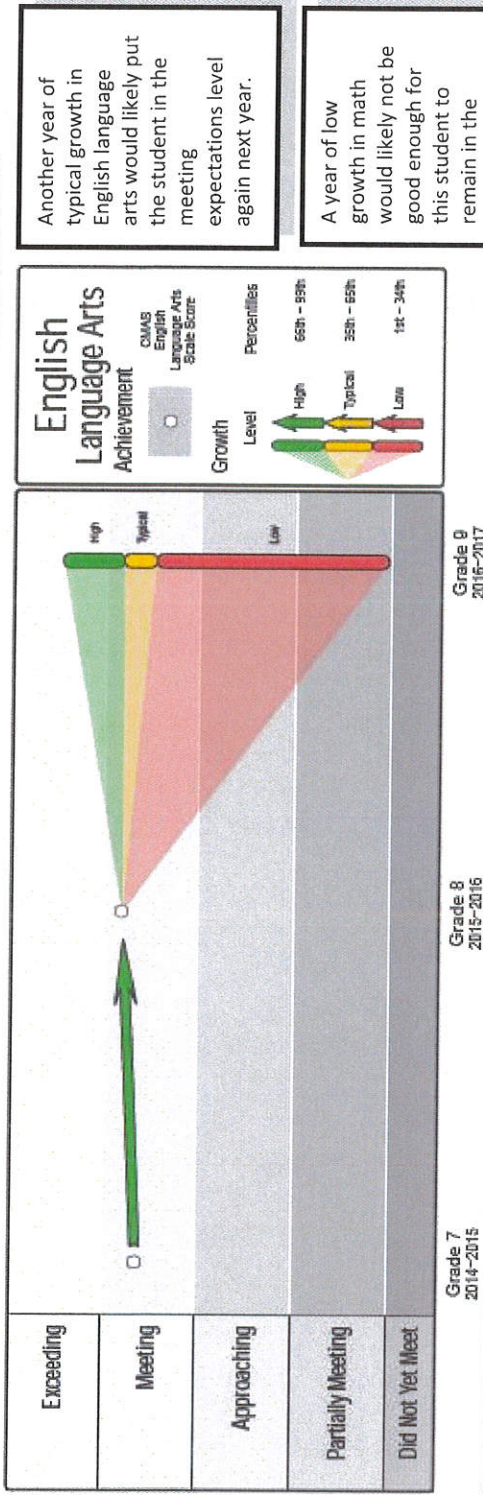
These are the student's CMAS PARCC scores and corresponding achievement levels. Plots are produced for English Language Arts (ELA) and Math.

The colored arrows between the dots represent growth, the academic progress the student made in that year of school, compared to similar students. The color of the arrow describes a student's growth level (red=low, yellow=typical, green=high) between two CMAS PARCC tests. The color-coded legend to the right of the plot tells you the range of growth scores within each level.





This student was at the meeting expectations level in 7<sup>th</sup> grade on English language arts (ELA) in 2014-2015, and a high growth percentile (green arrow) reveals that he maintained the same achievement level in 2016. Note how the white dots remain within the same gray region of the plot between years.

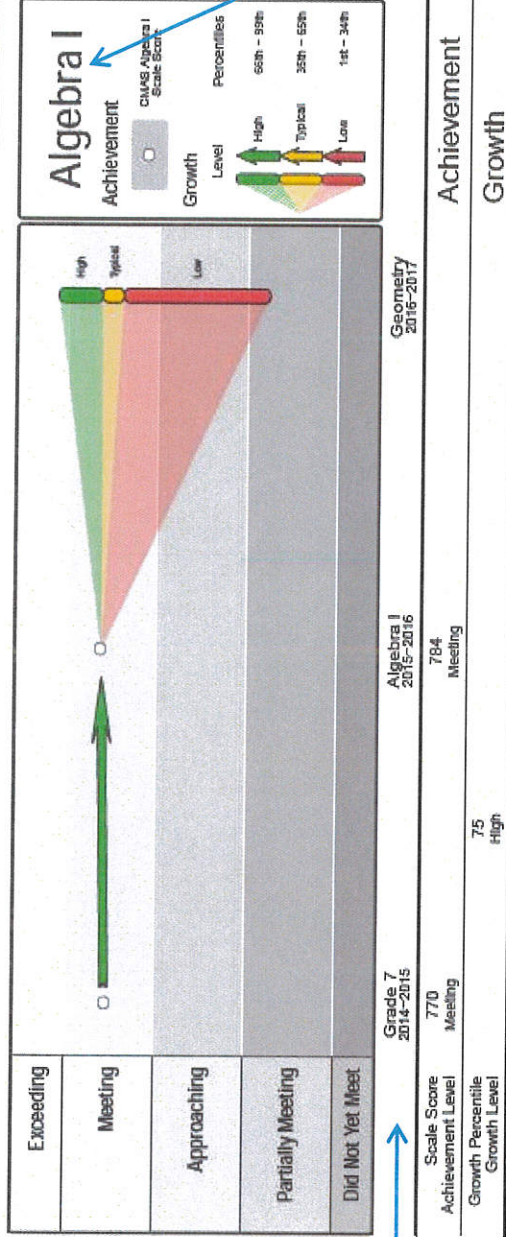


Another year of typical growth in English language arts would likely put the student in the meeting expectations level again next year.

A year of low growth in math would likely not be good enough for this student to remain in the meeting expectations performance level. Typical or high growth would keep the student at the meeting or exceeding expectations level again next year.

The name of the most recent math assessment is displayed here.

## Achievement Growth



## Algebra I Achievement Growth

The math assessment history is displayed in this line. The 2016-17 year assessment represents the typical assessment that would be provided. However, assessment sequences may vary between districts.

Where can I learn more?

- Growth website: <http://www.cde.state.co.us/accountability/coloradogrowthmodel>
- For additional questions, contact Dan Jorgensen, Ph.D. at [Jorgensen\\_D@cde.state.co.us](mailto:Jorgensen_D@cde.state.co.us)

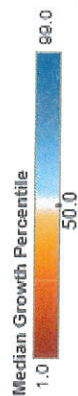


Growth metrics provide another view of the performance of a school, district or state. Looking at both achievement and growth results for individual students are calculated by analyzing students' scores (ranging from 1 to 98) indicates how a student's performance changed over time. Percentiles from individual students, specifically the median (or score in the middle) for the entire group, are used to compare the school's performance to other schools in the state. For additional definitions and information go to: [www.cde.state.co.us/accountability/growthmodels](http://www.cde.state.co.us/accountability/growthmodels)

### General Notes:

- This report reflects 4<sup>th</sup> to 9<sup>th</sup> grade median growth for CMAS Math and English Language Arts.
- The results included in this report are based on student accountability inclusion rules, the same as are used for the performance frameworks.
- The number of students reflected in the data should be considered when interpreting results. Please refer to the detail files provided to districts. Also, growth summary data including student counts is available at: <http://www.cde.state.co.us/accountability/growthmodels/summarydata>

Median Growth Percentiles (MGP) for all students within the grades served by the school.



	ENGLISH LANGUAGE ARTS			MATH		
	School	District	State	School	District	State
ALL STUDENTS	2016	2017	2016	2017	2016	2017
GRADE LEVEL	36.0	42.0	59.0	61.0	50.0	50.0
ENGLISH LEARNERS	36.0	42.0	59.0	61.0	50.0	50.0
English Learners (NEP, LEP, FEP)	36.0	42.0	59.0	61.0	50.0	50.0
Non-English Learners	36.0	42.0	59.0	61.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	37.0		66.0	64.0	51.0	50.0
GENDER	42.0		66.0	64.0	51.0	50.0
Female	33.5		66.0	64.0	51.0	50.0
Male	58.0	60.0	69.0	68.0	61.0	58.0
GIFTED	33.0	40.0	56.0	59.0	48.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	28.0	34.0	45.0	45.0	43.0	44.0
Non-IEP	38.0	43.0	60.0	63.0	51.0	51.0
MIGRANT	36.0		60.0	63.0	51.0	51.0
MINORITY	36.5		60.0	63.0	51.0	51.0
At or Above Benchmark	44.0		60.0	63.0	51.0	51.0
Below Benchmark	35.0		60.0	63.0	51.0	51.0
RACE/ETHNICITY	34.0	42.0	59.0	59.0	48.0	48.0
American Indian or Alaska Native			59.0	59.0	48.0	48.0
Asian			59.0	59.0	48.0	48.0
Black			59.0	59.0	48.0	48.0
Hispanic			59.0	59.0	48.0	48.0
White			59.0	59.0	48.0	48.0
Hawaiian/Pacific Islander			59.0	59.0	48.0	48.0
Two or More Races			59.0	59.0	48.0	48.0

English Learners include former ELL students (FELL).

Non-English Learners include primary home language other than English students (PHLOTE).

Median Growth Percentiles (MGP) for the district and state in this report are calculated based on the students for the grade levels that are served by the school only, not for all students in the district/state.

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

Minority indicates all non-white students.

At or Above Benchmark: reflects students that met or exceeded expectations (during the prior year) for the identified CMAS assessment.

Below Benchmark: reflects students that did not yet meet, partially met, or approached expectations (during the prior year) for the identified CMAS assessment.

## **Awareness Matters: Understanding Mental Health & Suicide Forums**

School District 11 is hosting community forums to address youth mental health and suicide. There will be five forums this semester and other forums yet to be scheduled next semester. The Awareness Matters: *Understanding Mental Health and Suicide* forums are free events, open to all parents/guardians, community members, and District 11 employees.

### Community partners will offer information on:

- Recognizing mental health issues and tools to support your family,
- Suicide awareness and prevention,
- Trauma, what it is and how to help,
- How to find the right counselor,
- LGBTQ and the deep need to be heard,
- Self-injuring behaviors and what it means,
- Personal story from an adolescent's successful recovery.

### Dates and Locations for this semester are:

- September 13, Coronado High School, 5:30-7:30 p.m.
- September 21, Roy J. Wasson Academic Campus, 5:30-7:30 p.m.
- September 27, Doherty High School, 5:30-7:30 p.m.
- October 4, Palmer High School, 5:30-7:30 p.m.
- October 11, Mitchell High School, 5:30-7:30 p.m.

There will be a Community Resource Fair before each session, which will begin at 5 p.m. Light refreshments will be available. Cory Notestine (Email: CORY.NOTESTINE@d11.org), the D11 counseling facilitator, is the District 11 contact for these forums.