District and School Performance Framework 2014



Understanding the District and School Performance Frameworks

PURPOSE

The District Performance Framework and the School Performance Framework serve to:

- 1) hold districts and schools accountable for performance on the same, single set of indicators and measures; and
- 2) inform a differentiated approach to state support based on performance and need.

These aims are a central part of the Colorado Department of Education's Statewide System of Accountability and Support and the goals outlined in The Education Accountability Act of 2009 (SB 09-163). They are critical to enabling the state to better support district evaluation, planning, decision-making, and implementation in improving schools. To support the various state, district and school uses of the performance frameworks, district and school performance frameworks will be provided to districts annually at the start of the school year.

KEY PERFORMANCE INDICATORS

The performance frameworks measure attainment on the four key performance indicators identified in SB 09-163 as the measures of educational success: academic achievement, academic longitudinal growth, academic growth gaps and postsecondary and workforce readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement. Districts will continue to accredit schools, and they may do so using the state's performance framework or using their own more exhaustive or stringent framework.

DISTRICT ACCREDITATION AND SCHOOL PLAN CATEGORIES

The District Performance Framework assigns to each district one of five accreditation categories:

- 1) Accredited with Distinction: The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 2) Accredited: The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 3) Accredited with Improvement Plan: The district is required to adopt and implement an Improvement Plan.
- 4) Accredited with Priority Improvement Plan: The district is required to adopt and implement a Priority Improvement Plan.
- 5) Accredited with Turnaround Plan: The district is required to adopt and implement a Turnaround Plan.

The School Performance Framework assigns to each school one of four plan types:

- 1) Performance Plan: The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 2) Improvement Plan: The school is required to adopt and implement an Improvement Plan.
- 3) Priority Improvement Plan: The school is required to adopt and implement a Priority Improvement Plan.
- 4) Turnaround Plan: The school is required to adopt and implement a Turnaround Plan.



Process Timeline

+h	
August 18 th , 2014	CDE will provide performance framework results with an initial 2014 district accreditation
	category and initial 2014 recommendation for school plan type.
September 15 th , 2014	Districts must notify CDE of their intent to submit a Request to Reconsider of a school plan
	type assignment or district accreditation rating.
October 15 th , 2014	Districts will submit to CDE the accreditation categories they have assigned to schools. All
	documentation for Requests to Reconsider are due as well.
October 15 th , 2014	Districts accredited with a Priority Improvement Plan or Accredited with a Turnaround Plan
	may opt to submit their revised UIP for early CDE review and feedback. Tiered Intervention
	Grant schools may opt to submit their revised UIP for early CDE review and feedback. Note:
	Submitting the plan on this date does not take the place of the January 15 th submission
November 12 th , 2014	CDE will determine a final 2014 accreditation designation for all districts and share with the
	State
December 10 th , 2014	CDE will form a final 2014 school plan recommendation for all schools, and, along with any
	conflicting recommendation from the district, submit that final recommendation for approval
	by the State Board of Education. All SPFs and DPFs will be made public as well.
January 15 th , 2015	Districts Accredited with a Priority Improvement Plan or Accredited with a Turnaround Plan
	are required to submit their UIP for CDE review. Schools assigned to a Priority Improvement
	Plan or a Turnaround Plan are required to submit their UIP to CDE for review.
April 15 th , 2015	Districts Accredited with Distinction, Accredited, or Accredited with an Improvement plan
	and are designated to submit a Student Graduation and Completion Plan, and/or are on Title
	III Program Improvement, and/or the lead Administrative Unit of the Gifted Education
	Program will submit their plans to CDE for publication to SchoolView and review. Schools
	assigned to a Performance Plan or Improvement Plan and are Tiered Intervention Grant
	recipients, and/or are Capacity Building or Systems Change Schools in the Colorado
	Graduation Pathways Program, and/or are Title I Focus Schools will submit their plans to CDE
	for publication to SchoolView and review.
April 15 th , 2015	All District and School plans are due to CDE for publication on SchoolView.

TRANSITION YEAR (2015)

Due to the standards and assessment transition, HB 14-1182 authorizes CDE to use the 2014 district accreditation ratings and school plan types as the basis for the 2015 ratings and plan types, along with 2015 participation rates, accreditation assurances and additional optional student performance data submitted to the department. For more information, please see this fact sheet outlining the HB 14-1182.

ADDITIONAL RESOURCES

For more information, please visit http://www.cde.state.co.us/Accountability/PerformanceFrameworksResources.asp and follow the link to the Educational Accountability Act of 2009 (SB 09-163).