



Insufficient State Data Ratings

Rating Definition, Description, and Considerations
for Improvement Planning

August 29, 2024 – 10:00-11:00 am



Agenda

- Background on Insufficient State Data Ratings
 - Overview of plan types and descriptors
 - Reasons for Insufficient State Data Ratings
 - Considerations for Alternative Ed Campuses
- Implications for Improvement Planning
 - Protecting Student PII
 - Conducting Small N Analysis
- Accessing state data analysis resources
 - Student level files
 - Dashboards
 - N of 1 report
- Q&A



Meeting Practices

This meeting is being recorded.

Use the Chat feature in Zoom to ask questions throughout the presentation.

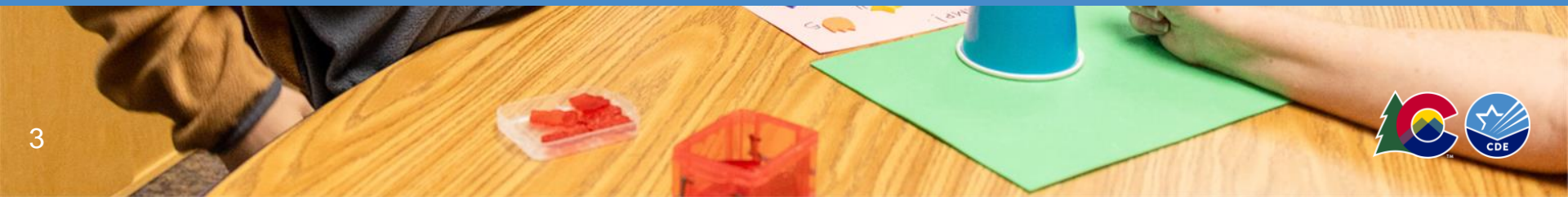
Please mute your sound if you are not speaking.

All participants are encouraged to be on camera if tech allows.

Slides and the recording will be posted to the [CDE website](#).

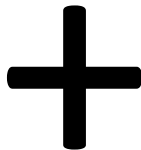


Background on Insufficient State Data (ISD) Ratings



Performance Frameworks | Ratings and Explanatory Notes

Ratings
SCHOOL PLAN TYPES
PERFORMANCE PLAN
IMPROVEMENT PLAN
PRIORITY IMPROVEMENT PLAN
TURNAROUND PLAN
INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
INSUFFICIENT STATE DATA: LOW PARTICIPATION**
DISTRICT ACCREDITATION RATINGS
ACCREDITED WITH DISTINCTION
ACCREDITED
ACCREDITED WITH IMPROVEMENT PLAN
ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
ACCREDITED WITH TURNAROUND PLAN
INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
INSUFFICIENT STATE DATA: LOW PARTICIPATION**



Descriptors
<i>Meets Participation</i> Above 95% total participation rate in ELA and Math in 2024 ⁺
Low Participation Below 95% total participation rate in ELA and Math in 2024 ⁺
Decreased Due to Participation Below 95% accountability participation, once parent excuses are removed, in ELA and Math in 2024 ⁺

Reasons for Insufficient State Data Ratings

Insufficient State Data (ISD) Ratings are assigned when the state does not have enough data to assign a rating or plan type. *There are multiple reasons.*

Insufficient State Data: Small Tested Population

- Achievement N < 16
- Growth N < 20

Insufficient State Data: Low Participation

Less than 25% total participation in English Language Arts & Math⁺

ISD: No data for one of the three indicators in the framework

Must have all 3 indicators – Achievement, Growth & PSWR
Example. ISD rating is assigned if there is no CMAS or P/SAT growth.

Other ISD rating: No Students at Grade Levels Tested for State Assessments (e.g., PK-2 school)

Note: The same ISD criteria applies to Alternative Education Campuses or AECs

Examples of ISD Frameworks

Plan Type

Insufficient State Data: Small Tested Population

Official Rating based on 1-Year SPF Report

Points Earned

Year 1 On Hold^

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	-	0.0/0	-
Academic Growth	-	0.0/0	-

Assurances

	Rating
Accountability Participation Rate	n < 20

Test Participation Data^

Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
75.0%	2	100.0%	-
75.0%	2	100.0%	-
0	0	-	-

Performance

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan: 53.0% - 100%

Improvement Plan: 42.0% - 52.9%

Priority Improvement Plan: 34.0% - 41.9%

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

Insufficient state data

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	-	0.0/0	-	-	-
	Academic Growth	-	0.0/0	-	-	-

No reported state data

Plan Type

Official Rating based on 1-Year SPF Report

Insufficient State Data

Points Earned

Year 1 On Hold^

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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Performance

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Indicator Rating Totals

Performance Indicator

Percent of Points Earned

Points Earned/Eligible

Rating

Academic Achievement

55.0%

22.0/40

Approaching

Academic Growth

75.0%

45.0/60

Meets

Performance Plan:

53.0% - 100%

Assurances

Accountability Participation Rate

Meets 95%

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

Turnaround Plan:

0.0% - 33.9%

Test Participation Rates^

Subject

Total Records

Valid Scores

Participation Rate

English Language Arts

109

108

99

Math

108

108

100

Science

24

24

100

No growth data at the Elementary level

Summary of Ratings by EMH Level

EMH Level

Performance Indicator

Percent of Points Earned

Points Earned/Eligible

Rating

Points by Level

Overall Rating by Level

Elementary

Academic Achievement

60.0%

24.0/40

Approaching

60.0%

Performance

Elementary

Academic Growth

-

0.0/0

-

-

-

Middle

Academic Achievement

50.0%

20.0/40

Approaching

65.0%

Performance

Middle

Academic Growth

75.0%

45.0/60

Meets

-

-

No growth data at the Elementary level

Number of ISD Plan Type Assignments over time

2024 prelim counts embargoed until 9/5/2024

	2019 - Final ISD	2020 and 2021	2022 - Final ISD	2023 - Final ISD	2024 - Prelim ISD
Districts	0	Frameworks Paused	72 39% of districts	30 17% of districts	## ### of districts
Schools	25 1% of schools	Frameworks Paused	274 17% of schools	146 8% of schools	## ### of schools (AEC frameworks not available yet)
	3-year multi-frameworks		No multi-year frameworks available	2-year multi-frameworks	3-year multi-frameworks

Considerations for Alternative Education Campuses (AECs)

- AECs did not receive an ISD rating prior to 2022.
- 3-year multi-year frameworks are back in 2024.
- AECs may still receive an ISD due to lack of state data and/or optional local data.
- Any AEC that participated in the selection of measures process and submitted optional measures in both achievement and growth will receive a rating.

Key Ideas |Communicating an ISD Rating to Your Community

- Insufficient State Data does not imply a value judgment, other than there is not enough data for the state to have confidence in the rating.
- While some information may be available for particular indicators (e.g. achievement), it is important not to characterize the performance for the whole school based on representation of limited performance indicators.
- It may be helpful to look at available data over time compared to historical performance to gain context.
- Identify areas where performance framework ratings/data has been used and use local assessment and non-assessment data for other indicators.

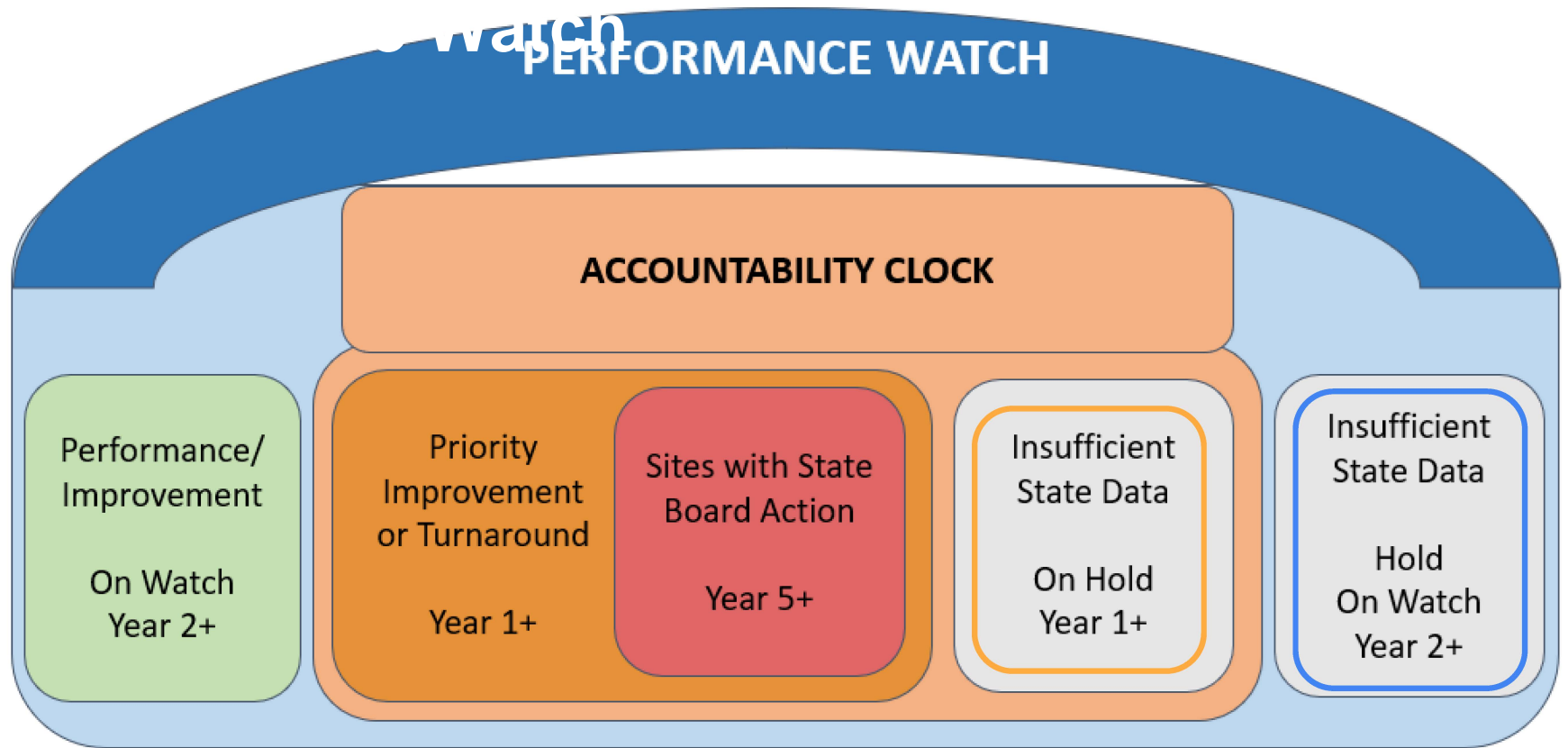
My Site has an ISD rating – Other Considerations

- Not eligible for biennial flexibility for Unified Improvement Plan (UIP) submission
 - Even if your site received a performance rating the last time your site had a rating
- May be eligible for [Empowering Action for School Improvement \(EASI\)](#) grants.
 - If your plan type includes a clock year, with either 'on hold' or 'on hold on watch'
 - Example - ISD **Year 1 On Hold**

Plan Type	Official Rating based on
Insufficient State Data	-
Points Earned	
Year 1 On Hold^	

→ Last assigned a plan type – it was **Priority Improvement, Year 1**

PERFORMANCE WATCH



[Performance Watch Expectations](#), webpage



Implications for Improvement Planning

Improvement Planning as an ISD School/District

Respond to UIP requirements based on your previous plan type

On Clock (previous plan type: priority improvement/turnaround)

- Use the previous plan type when responding to planning requirements
- If On Clock / On Watch, respond to those planning expectations
- Stakeholder involvement includes parent notification as well as a board hearing and adoption of the UIP

On Watch (previous plan type: performance/improvement)

- Act as if your site is on Improvement; biennial flex is not available
- Adoption of UIP by principal for schools and superintendent or designee for districts. Local policy determines whether the local board reviews or adopts the plan.

Data Analysis to Guide Planning as an ISD School/District

- Analyze Aggregate State & Local Assessment & Non-Assessment data
- Use department's District & School Dashboard for state data
 - Combine results of smaller groups (e.g., minority vs. white instead of by race/ethnicity)
 - Collapse data across grades (e.g., grades 4-8 CMAS growth)
- Analysis of individual student performance may be conducted internally to inform a plan
 - Public report should describe patterns observed in the data generally without including specific numbers

Resource

[Data Analysis for Small Student Populations \(PDF\)](#)

This guidance focuses on how to include analysis of data with small populations of students in the UIP. This resource is appropriate for all users that need to report on small student groups, either due to size of the school/district or disaggregated data analysis.

Protecting Student Personally Identifiable Information (PII)

Local districts may have different policies or approaches to reporting small Ns. When reporting data in a public document, like the UIP consider:

1. Including **achievement data** with student counts of 16 or more records
2. Including **growth data** with student counts of 20 or more records

The Family Educational Rights and Privacy Act (FERPA) prohibits any disclosure of PII derived from education records.

Data Statements | Low N

Scenario 1:

State assessment data is not available

Proposed Solution:

Focus the collection and analysis of **local data**. Use framework indicators (e.g., achievement, growth, and postsecondary workforce readiness) to guide your analysis and acknowledge areas where N-counts are too low to be reported. For example: *"Local data indicates achievement results for multilingual learners increased over the past three years. Due to low student counts, data cannot be reported publicly."*

Scenario 2:

State or local assessment data doesn't yield clear trends for analysis.

Proposed Solution:

Use **non-assessment data** to supplement assessment data. Attendance, successful course completion, and other measures may be leading indicators of overall performance and offer additional evidence to the needs of students. For example: *"Suspension and expulsion rates increased over the past three years, from 2% to 5% of students. 70% of behavior incidents involve male students, indicating disproportionate impacts for this population of students."*

Improvement Planning as an ISD School/District cont.

Scenario 3:

Performance among groups or across time is similar when combining grades.

Proposed Solution:

Aggregate the data to identify data trends or patterns. Consider aggregating across grade levels or across multiple years. Example: *"In Math overall and over the past three years, students with disabilities had an MGP of or below 35, which is not meeting state expectations."*

Scenario 4:

Aggregation does not provide numbers that are large enough to yield representative or meaningful results.

Proposed Solution:

Schools may use **student-level metrics** (like student growth percentiles or student scale scores) **internally** to provide more accurate and actionable data about performance. Describe the analysis and findings without sharing specific data. Example: *"We analyzed student scale scores from 2022 to 2024 and found high school scores increased over that time."*

Assurances in the UIP Template

Assurances to meet process requirements

- Data Analysis
- Stakeholder Involvement

Refer to the [UIP Quality Criteria & Requirements](#) for more information

Assurances within the Online UIP		
Who must address this requirement?	Topic	Criteria
DATA ANALYSIS		
ALL	Data Analysis CS	<p>The Unified Improvement Plan is the result of thorough data analysis.</p> <ul style="list-style-type: none"> • Data was analyzed from both local and state sources. • Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. • Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).
I PI T	Data Analysis <i>Math Acceleration K-12</i>	Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).
K-3	Data Analysis <i>READ Act</i>	K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.
ELG	Prior year Early Literacy Grant Goals and previous efforts (Trends)	Data analysis includes reflection on and identification of trends related to all three goals designated within the Early Literacy Grant as well as the Literacy Evaluation Tool.

UIP Considerations | Combined Plan Submission

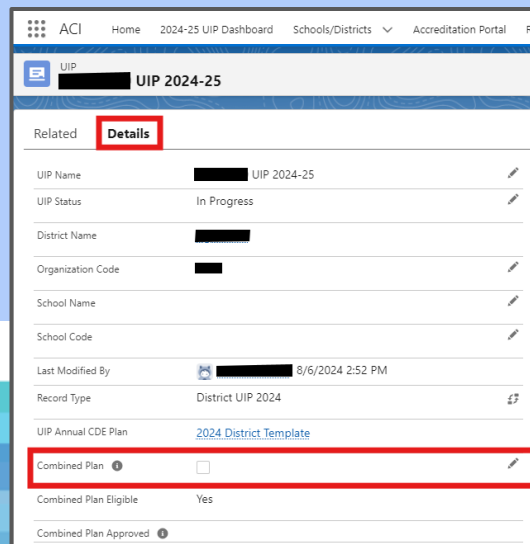
Districts with less than 1,000 students:

Automatically eligible for combined plan submission

Can have their District Accountability Committee (DAC) serve as their School Accountability Committee (SAC)

Districts with between 1,000 to 1,200 students:

Can request to create a combined plan for the district



The screenshot shows the 'UIP 2024-25' dashboard with the 'Details' tab selected. The 'Combined Plan' checkbox is highlighted with a red box. The 'Combined Plan Eligible' status is 'Yes'.

Related	Details
UIP Name	UIP 2024-25
UIP Status	In Progress
District Name	
Organization Code	
School Name	
School Code	
Last Modified By	8/6/2024 2:52 PM
Record Type	District UIP 2024
UIP Annual CDE Plan	2024 District Template
Combined Plan	<input type="checkbox"/>
Combined Plan Eligible	Yes
Combined Plan Approved	

For any district submitting a combined plan:

Combined plan must reflect all the indicators where any of its schools are ESSA identified

Combined plan also still needs to address the magnitude of issues and supports for schools on the accountability clock

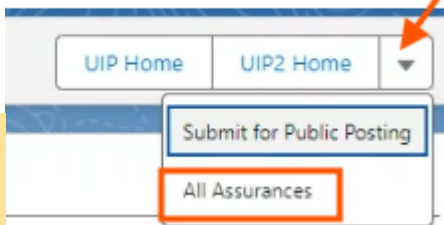
New Assurances Dashboard for District Users

Ensure the combined UIP plan covers district & school requirements based on identification

- Login to [online UIP system](#), open the district's current UIP 'Details' tab
- Two ways to view school assurances (the 1st way for all districts, 2nd way, for combined plans)

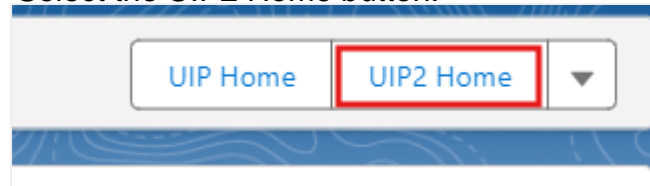
From the 'Details' tab, select the dropdown menu right of the 'UIP2 home' button

Available to all districts -- list of all schools and plan type requirements



Combined Plans only. Go to the district's streamlined UIP Template →

Select the UIP2 Home button.



'All Schools Assurance' tab will only be viewable for combined plans

Then navigate to a tab (coming soon)
'All School Assurances' tab across the top of the Streamlined template.

UIP Timeline Considerations

Unified Improvement Plan (UIP) Submission Deadline
October 15

Flexibility is at the the district's discretion
January 15

- Newly identified (Year 1) as Priority Improvement or Turnaround based on the School/District Frameworks
- Newly identified as Comprehensive Support based on federal ESSA identifications
- Participating in the Request to Reconsider process

Eligible schools must seek approval from their district to submit in January.

Resource: [January Submission Guidance](#) for district UIP users, not school level users



UIP [redacted] UIP 2024-25

Related **Details**

UIP Name	[redacted] UIP 2024-25	
UIP Status	In Progress	
District Name	[redacted]	
Organization Code	[redacted]	
School Name		
School Code		
Last Modified By	[redacted] 8/6/2024 2:52 PM	
Record Type	District UIP 2024	
UIP Annual CDE Plan	2024 District Template	
Combined Plan	<input type="checkbox"/>	
Combined Plan Eligible	Yes	
Combined Plan Approved	<input checked="" type="checkbox"/>	
Combined Plan Approved Instructions	The district has been approved to submit a combined improvement plan. To submit a combined improvement plan, be sure to check the "combined plan" box in the UIP Details page of the Online System. Refer to the Combined Plan Guidance for further information: https://www.cde.state.co.us/uiip/combined_plan_guidance .	
Course Taking	Yes	
Course Taking Instructions	Districts must review and reflect on disparities of disaggregated groups within the school course offerings. Because the state is pausing the course taking reports, CDE will not be monitoring this particular requirement until reporting resumes.	
Public Facing	<input type="checkbox"/>	
Copy from Last Year Done	<input type="checkbox"/>	
Early Literacy Grant		
Early Literacy Grant Instructions		
January Submission	<input type="checkbox"/>	



Accessing State Data & Resources

Accessing State Data

Syncplicity








- Includes student-level detail files with all data that populates your performance framework
- Use these files to conduct district or school-level analysis to identify patterns.

Available to [District Accountability Contacts](#) through their Syncplicity login.

If you don't know your LAM - [ask here!](#)

Files

[All Files...](#) » [Performance Framework](#) » [Prelim_2024_Frameworks](#) » [2024_Framework_Detail_Files](#)

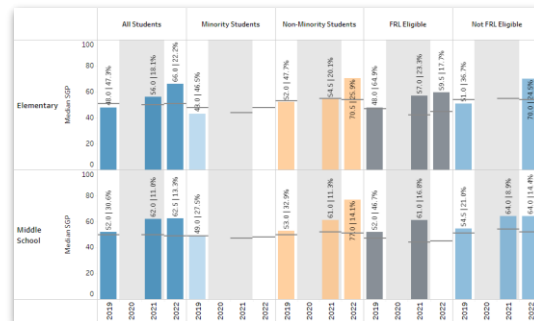
<input type="checkbox"/>	Name ▲	Date modified	Type	Size
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_ACH_STUDENT_DETAIL_2024.xlsx	3 days ago	Excel worksheet	4 MB
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_ACH_STUDENT_DETAIL_FILE_LAYO...024.xlsx	3 days ago	Excel worksheet	8 KB
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_PART_STUDENT_DETAIL_2024.xlsx	3 days ago	Excel worksheet	4 MB
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_PART_STUDENT_DETAIL_FILE_LAYO...024.xlsx	3 days ago	Excel worksheet	8 KB
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_PWR_STUDENT_DETAIL_MATR_2024.xlsx	3 days ago	Excel worksheet	49 KB
<input type="checkbox"/>	 [REDACTED]_ADA_PFWK_PWR_STUDENT_DETAIL_MATR_FILE...024.xlsx	3 days ago	Excel worksheet	6 KB
<input type="checkbox"/>	 [REDACTED]_ADA_PWR_SUMMARY_MATRICULATION_2024.xlsx	3 days ago	Excel worksheet	8 KB

District and School Dashboard

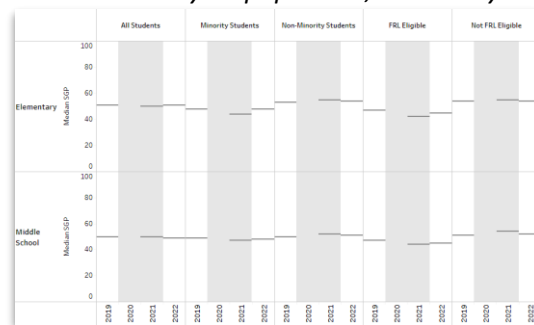
Includes enrollment, achievement, growth, on track growth, postsecondary workforce readiness, performance framework results, and demographic comparisons

Available publicly (<http://www.cde.state.co.us/district-school-dashboard>) or in the UIP online system under “Current Performance” when you’re filling out your UIP.

New resource: [2024 Annotated District & School Dashboard](#) that also includes annotations for the **new OTG tab** ([OTG factsheet](#))



Some data may be populated, some may not.



N of 1 Report

Displays performance data for your district and schools even in cases where there are not enough records to meet the minimum n-count thresholds for public reporting.

Available to district admin with appropriate PII access

- contact your district's [Local Access Manager](#) to assign this role
- [Directions](#) to assign the role: **TABLEAU~Acct_Contact**



State Accountability Data Explorer

This online tool provides access to graphs and tables showing performance outcome measures calculated at the state, district, and school levels. These measures encompass the metrics used within the state performance frameworks, but also provide access to a broader set of information that may be used to support improvement planning efforts or to facilitate other types of evaluation and analysis. Data tables can be exported to spreadsheets, and graphs can be downloaded in PDF format or as image files.

Secure Access

District users may access a secure version of this tool that displays performance data for their own district and schools even in cases where there are not enough records to meet the minimum n-count thresholds for public reporting.

Release/Refresh Timeline: This tool is refreshed with achievement and growth performance data and with test participation data each summer when state assessment results become available, typically in August or early September.

Suggestions for Improving this Tool? Please [submit suggestions here](#).

Other Data Tools and Reports

Education Statistics

Other education data is available in Excel files on the state website here:

<https://www.cde.state.co.us/cdereval>

Find It Now

- [School/District Staff Statistics](#)
- [Pupil Membership](#)
- [Graduation Statistics](#)
- [Dropout Statistics](#)
- [Attendance Information \(Truancy\)](#)
- [Statewide General Statistics](#)
- [Race and Ethnicity Guidelines](#)
- [Federal and State Data Privacy Laws](#)

Performance Framework & Growth Flat Files

Available here:

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

Performance Framework Flat Files

2023 Performance Frameworks Preliminary Files

- [CDE 2023 Preliminary District Ratings \(XLS\)](#) - August, 29, 2023
 - [Printer Friendly Version: CDE 2023 Preliminary District Ratings](#)
- [CDE 2023 Preliminary School Ratings \(XLS\)](#) - August 29, 2023
 - [Printer Friendly Version: CDE 2023 Preliminary School Ratings](#)

2022 Transitional Framework Final Files

- [CDE 2022 Final District Ratings \(XLS\)](#) - December 14, 2022
 - [Printer Friendly Version: CDE 2022 Final District Ratings](#)
- [CDE 2022 Final School Ratings \(XLS\)](#) - December 14, 2022
 - [Printer Friendly Version: CDE 2022 Final School Ratings](#)

2022 Transitional Frameworks Calculation Data Files

- [CDE 2022 District and School Rating Calculation Data \(XLS\)](#) - December 14, 2022
- [CDE 2022 AEC Framework Source Data \(XLS\)](#) - December 14, 2022
- [2022 Achievement Percentiles \(within-group\) \(XLS\)](#) - September 9, 2022

Additional Flat Files

Growth

2024 CMAS Growth Percentiles (XLSX) - August 20, 2024:

- [State Level CMAS \(MGP\) - \(XLSX\)](#) by subgroup MGPs for all students by level (E,M,H) for baseline/cohort methodologies.

2024 PSAT & SAT Growth Percentiles (XLSX) - August 20, 2024:

- [State Level PSAT/SAT \(MGP\) - \(XLSX\)](#) by subgroup MGPs3 for all students by level (M,H) for cohort methodologies.

2024 ACCESS Growth Percentiles (XLSX) - August 20, 2024:

- [State Level \(MGP\) - \(XLSX\)](#) on ACCESS for ELLs 2.0*3 assessment for baseline/cohort methodologies.

2024 prelim
frameworks
embargoed
until
9/5/2024

Resources

KEY RESOURCE: Insufficient State Data Fact Sheet – *coming soon*

[UIP Homepage](#) - This webpage provides access to all Unified Improvement Plan (UIP) training and resources.

[State Accountability Homepage](#) – This page contains updated resources about 2024 state accountability.

A newer resource, the [2024 Accountability Use of Data Guide](#) is intended to help district administrators and technical data staff members understand how the state accountability system uses various data sources (e.g., Data Pipeline, State Assessment System), where data comes from with accountability implications.

Contact Us

General accountability support:

accountability@cde.state.co.us

General UIP support:

uiphelp@cde.state.co.us

1-on-1 Office Hours Sign-Up link

Mondays, Wednesdays, Fridays

9-11 am & 1-3 pm



Q & A

Please complete our feedback survey: <https://tinyurl.com/ACIWebinarSurvey>

Thank you!!