



COLORADO
Department of Education

Submitting Requests to Reconsider for District Accreditation Ratings or School Plan Types

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Table of Contents

Overview	3
Submitting a Request to Reconsider	4
Conditions for a Request	4
Submission of Request to Reconsider Materials	7
Reviewing a Request to Reconsider	9
Appendix A: Grade Configurations and State Data Availability	12
Appendix B: Prior Request to Reconsider Decisions	13
Appendix C: Excel Submission File for Supplementary Data	14
Appendix D: Body of Evidence Participation Rates	15



The purpose of this document is to provide guidance to districts on (1) how a district may request that CDE reconsider the district's accreditation category as determined by the District Performance Framework, and (2) how a district may request that CDE reconsider the assignment of school plan types as determined by the School Performance Framework.

Overview

The Education Accountability Act of 2009 aligned the state accountability measures for districts and schools. The Act requires the Colorado Department of Education (CDE) to release District and School Performance Framework reports with an initial accreditation category for each district and an initial plan type assignment for each school. The process for determining each district's initial accreditation category and each school's initial plan type and the process for submitting district and school plans are outlined in the [Colorado District Accountability Handbook](#).

No later than October 15, 2018, districts must submit to the Department the accreditation category that the district has assigned to each school and the performance framework used by the district for that accreditation assignment, including evidence of the school's level of attainment on the state's three key performance indicators: Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. Districts may use the state's SPF ratings to accredit their schools, or they may use their own local accreditation process, provided that their accreditation process is at least as rigorous as the state's.

In addition, no later than October 15, 2018, if a district's analysis of performance for the district or a school is different than the Department's initial assignment of an accreditation category for the district or the Department's initial assignment of a school plan type for any of the district's schools, the district may submit additional information for CDE's consideration through the request to reconsider process. This may be especially applicable for small systems or schools for which the state has limited data due to grade configurations. Districts may submit an optional draft of their request to reconsider to CDE for feedback by September 14, 2018. If a district would like individualized assistance reviewing any local data, please register for Office Hours (held via phone) [here](#). Office Hours will begin Thursday, August 23 and will be held from 2 - 4 p.m. every Tuesday and Thursday until the request to reconsider process concludes. CDE staff will hold a request to reconsider informational webinar Thursday, Aug. 23 at 11 am. The link for the webinar will be available on the [request to reconsider website](#).

This document details the process, content and review criteria for requests for reconsideration. The department encourages districts to submit a request when a district has additional information that warrants a change to the Department's initial district accreditation category or initial assignment of a school plan type.

Submitting a Request to Reconsider

If, in reviewing the performance of the district overall or of an individual school, a district determines that a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process. The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined below, in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Districts must follow the process outlined below on how to submit a request to reconsider, which includes:

1. The [District and School Accreditation and Request to Reconsider Form](#) signed by the superintendent and board chair;
2. A narrative request in letter format addressed to the commissioner with signatures of the superintendent and board chair; and
3. Submission of local data through the [Request to Reconsider excel template](#) (only if submitting local assessment data).

Request to reconsider submissions that do not include all applicable criteria by the deadline of October 15, 2018 will not be accepted.

Conditions for a Request

The Department will consider requests that meet one or more of the following conditions:

1. **Body of evidence of student performance:**

Valid and reliable data demonstrating the progress the district/school has made in its performance on the State's key performance indicators (achievement, growth, and postsecondary workforce readiness) overall and for individual disaggregated groups, and in meeting the minimum expectations set by the state, district, or the school. CDE will review supplemental information concerning:

- a. *Academic Achievement*: Student achievement and trend analysis on state assessments and/or interim assessments reviewed by CDE, with a performance standard set on these assessments by CDE in consultation with the vendor. All local assessment data must be representative of the school population (i.e. 95% or more students were tested). CDE will request and consider disaggregated achievement results and participation rates when looking at supplemental achievement data.
- b. *Academic Growth*: Student growth and trend analysis on state assessments and/or interim assessments reviewed by CDE, with a performance standard set on these assessments by CDE in consultation with the vendor. All local assessment data must be representative of the school population (i.e. 95% or more students were tested). CDE will request and consider disaggregated growth and participation results.
- c. *Postsecondary and Workforce Readiness (high school and districts only)*: Trend analysis indicating improved performance over time on additional post-secondary measures will be considered. This includes, AP/IB exams and/or remediation rates if 95% of the applicable student population was tested. CDE will also consider additional data around matriculation that may have not been captured with this measure or included in HB15-1170. For example military enlistment, proof of out-of-country CTE, 2-yr, or 4-yr enrollment, gap year with acceptance letter to higher education institution, and/or verification of death.
- d. *Major Improvement Strategies and Implementation Benchmarks*: Specific improvements, changes and interventions the district/school has implemented based on the district/school's unified improvement plan, and associated measures and metrics demonstrating the extent to which the district/school has met the implementation benchmarks set in its plan.

Data from additional assessments or measures should be submitted through the Request to Reconsider Data Templates, which are available here:

<http://www.cde.state.co.us/Accountability/RequestToReconsider.asp>.

Note that per the Educational Accountability Act (SB09-163), for districts or schools with Priority Improvement or Turnaround Plans, the request submitted must include **both** a body of evidence using valid and reliable data and a statement about the district/school's major improvement strategies and implementation benchmarks. For districts or schools with Performance or Improvement Plans, SB09-163 does not require the request to be based on both conditions; however, the most compelling requests would meet both conditions, as CDE is unlikely to approve requests where there is not a body of evidence which shows progress on the performance indicators.

2. Accountability Participation Impact:

A request to reconsider the impact of not meeting the 95% accountability participation rate in two or more content areas, resulting in a rating lowered one level may be made around the following conditions. Requests will not be considered around the actual participation rate and the "low participation" or "met participation" descriptors on the ratings.

- a. If a district or school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district or school can request to use the multi-year accountability participation rate on the district or school performance framework for a request to reconsider if the one year framework is official, and the one year accountability participation rate was not met. In this case, the district may request that the district/school rating is not lowered one level due to not meeting the accountability participation rate.
- b. CDE will consider issues of **N count** (i.e., exception for smaller districts/schools) in reviewing Requests to Reconsider based on participation rates.
- c. If the 95% accountability participation rate requirement has not been met due to reasons other than parent refusals, such as **test misadministrations**, the district and school has a clear and justified reason why students did not count as participants, and a plan to ensure participation improves in the future, CDE may consider a request to reconsider. There may be special considerations given to schools or districts with a test misadministration. In rare instances, a test misadministration may deem some tests invalid, and thus, lower the overall accountability participation rating for a school or district to less than 95%. Depending on the size of the district or school, particularly smaller sized districts or schools, the few non-participants may have a larger impact on the district or school than it would a larger district. If the district and/or school has historically met the 95% accountability participation rate on state assessments and the district or school acknowledges the errors in these misadministrations and has made changes to ensure these errors do not happen in the future, a request may be considered.
- d. CDE is in the process of working with some districts to resolve SAT invalidation code discrepancies (PSAT is not impacted), which could positively impact participation rates for some districts and schools; therefore, SAT participation rates currently are not included in High School and District participation calculations. CDE will contact districts where the district or school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the district or school being lowered one level. There will be an expedited request to reconsider process for these districts.

3. Calculation error

Mathematical calculation error based on the data presented. This generally excludes data submission and verification concerns.

4. Impact of Alternative Education Campuses on the District Performance Framework rating.

As per SB 13-217 and 1 CCR 301-1 [Section 4.01 \(D\)](#), CDE may re-evaluate the accreditation category assigned to districts through the District Performance Framework (DPF) for districts that serve a significant number of students in Alternative Education Campuses (AECs). CDE recognizes the unique circumstances and needs of students enrolled in AECs, and that the performance frameworks could be considered a disincentive for authorizing Alternative Education Campuses. Thus, districts which serve large numbers of AEC students may submit a Request for Reconsideration of its DPF rating if it meets the following criteria:

- 4.01 (D)(1) removing the data for students enrolled in the Alternative Education Campus(es) from the calculations of the District's or Institute's performance on the Performance Indicators would otherwise cause the District or Institute to receive a higher Accreditation rating ; and
- 4.01(D)(2) (a) the Alternative Education Campus(es) has/have been assigned by the State Board to implement a School Improvement Plan and the Alternative Education Campus(es) has/have demonstrated improved performance over time, as demonstrated by attainment on the Performance Indicators in the Alternative Education Campus evaluation framework; (b) the Alternative Education Campus(es) has/have been assigned by the State Board to implement a School Performance Plan; or (c) the Alternative Education Campus(es) no longer serves students.

CDE staff will calculate the impact data on a district's DPF and will notify potentially eligible districts. AEC SPF ratings will not be available until the beginning of October, so once those are completed, CDE will identify which districts are eligible for this request.

5. Retroactive Alternative Education Campus (AEC) Designation.

Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the data submitted via the 2018-19 AEC application submitted by May 4, 2018, if the school is approved by the state board of education at the August 2018 state board meeting for the 2018-19 school year. The district may submit a request on behalf of the school to receive AEC status for the 2017-18 school year and state the district would like the school to receive a final AEC school performance framework for 2018. CDE has simplified this request for districts to complete. Please visit the request to reconsider website for a template of a sample letter to submit via Syncplicity by October 15, 2018.

6. Districts with a single school.

Under 1 CCR 301-1 4.02, which states "[t]o accommodate the special circumstances of those Districts that include only a single Public School, the Commissioner may elect to apply the Public School performance evaluation framework described in section 9.00 of these rules for evaluating such a District," districts may elect to use the school performance rating as the district accreditation rating, when there is only one public school in a district.

7. Small districts and schools.

For smaller schools and districts, data submitted through the body of evidence may be weighed more heavily, as state data may not be fully representative or may not be able to be reviewed due to small N size.

8. Districts with a closed school.

Districts with Priority Improvement or Turnaround Plan types that have closed a district school at the department or state board's request, or due to a district decision based on low performance, may request a reconsideration for re-calculating the District Performance Framework with the closed school removed. Additionally, if the district decided to close or transfer a school, then this impact may be considered as part of a request.

9. Insufficient State Data Rating.

Due to some districts and schools experiencing low levels of participation on state assessments, CDE has added an option on the accreditation form which allows districts and schools to request "insufficient state data" as an overall accreditation rating or school plan type. This option is available only to schools or districts with state assessment participation rates at or below 85%. In order to select this as a district's final accreditation rating or school's final plan type, the following information needs to be submitted through the request to reconsider process:

- a letter addressed to the commissioner of the department of education signed by the superintendent asserting that due to high-levels of parent excuses/ non-tested students on the state assessment the data reported on the district and/or school performance framework(s) is not representative of the student population in the district/school and the reasons why.
- Data must be provided to show how the participating students are not representative of the total school/district population (a template is available [here](#) for your use).

Submission of Request to Reconsider Materials

Districts that wish to submit a request for reconsideration may submit a draft submission to the Department by September 14, 2018. Final requests must be submitted through the [District and School Accreditation and Request to Reconsider Form](#) no later than October 15, 2018. The District and School Accreditation and Request to Reconsider Form allows districts to indicate if they agree or disagree with the State's plan type and, where they disagree, to provide their requested plan type and rationale. Districts must select only one district accreditation rating or school plan type rating in final request to reconsider submissions (for example, a request for an Improvement Plan or Insufficient State Data will not be accepted).

The following components are required for complete submission of a request to reconsider:

1. A determination from the district regarding why they disagree with CDE's recommended school plan types and the district's recommended plan type assignment for the school(s) in the [District and School Accreditation and Request to Reconsider Form](#). This form must be signed by the superintendent and local board chair and submitted along with the remaining request to reconsider submission documents.
2. A statement addressed to the Commissioner that presents the district's rationale for why the district disagrees with the state's District or School Performance Framework, and why the district would propose a different accreditation rating or school plan type. This statement should:
 - a. include the condition of the request per the above section; and
 - b. be signed by the district's superintendent and local board of education chair; or
 - c. be signed by, for charter schools authorized by the Charter School Institute (CSI), the CSI executive director and the CSI board chair; and
 - d. include an assurance from the district's superintendent that, for charter schools not authorized by CSI, the charter school's board chair has been consulted.

3. Submission of local data through the [Request to Reconsider excel template](#) (only required if submitting local assessment data).

Request to reconsider submissions that do not include all applicable criteria by the deadline of October 15, 2018 will not be accepted. All criteria must be submitted via Syncplicity (<https://my.syncplicity.com/>) in the request to reconsider subfolder of the "Prelim_2018_Frameworks" folder, by October 15, 2018. All documentation received by that date will be considered final. CDE will not follow-up on any data or documentation submitted after October 15, 2018.

Receiving Feedback from CDE: Draft Process and Office Hours

Requests submitted by October 15, 2018 are considered final, if a district would like feedback from CDE, the district is encouraged to participate in the draft request to reconsider process by September 14, 2018. In 2017, 35 districts participated in the draft process and we received 12 district draft submissions (DPF) and 57 school draft submissions (SPF). All draft submissions will receive written feedback from CDE via Syncplicity on their request no later than two weeks prior to the request to reconsider deadline of October 15, 2018. If a district chooses to rescind their draft request after receiving feedback from CDE they may do so in writing via accountability@cde.state.co.us by October 15, 2018 and the request will no longer be part of public record. If a district does not wish to make any changes on their draft submission after receiving feedback from CDE, their draft submission will become their final submission and no additional submission is necessary. All changes made to a draft request to reconsider submission must be submitted in final form via Syncplicity by October 15, 2018. No additional changes will be accepted after that date.

If a district would like individualized assistance reviewing any local data, please register for Office Hours (held via phone) [here](#). Office Hours will begin Thursday, Aug. 23, and will be held from 2 - 4 p.m. every Tuesday and Thursday until the request to reconsider process concludes. CDE staff will hold a request to reconsider informational webinar on Thursday, Aug. 23 at 11 am. The link for the webinar is available on the [request to reconsider website](#).

Using a District-Created School Performance Framework

If a district is using a School Performance Framework different from the state's as a basis for the request to reconsideration, a summary of the specific performance framework used to determine the school's plan assignment, and the actual framework results for the school, as indicated on the School Accreditation Form, will need to be submitted.

The Request to Reconsider Excel Template for Local Assessment Data Submissions

CDE has created templates in Microsoft Excel for a more systematic way to present supplemental data for review in their Request to Reconsider submission. The intention for these templates is to ease the level of effort required when submitting additional data to CDE, as well as to assist with data integrity and consistency among common interim or formative assessments. CDE hopes that these data templates will help districts when presenting their rationale of supplementary performance data and ensure consistent reviews. Please see Appendix C: Excel Submission File for Supplementary Data for the excel templates to submit supplementary evidence for your school or district's performance on common interim and/or formative assessment(s), if applicable. Note there are several assessments listed in the template; CDE does not expect data on all of these assessments but only the assessment(s) given in your school/district which are presented in your evidence for the Request to Reconsider. CDE will not accept data from these specific assessments presented in any other manner than in these Excel spreadsheets. If a template does not exist for a specific data source, there is an additional tab available for you to input your data. However, any other assessments must be aligned with the Colorado Academic Standards. In order to show alignment, you will need to complete the Assessment Review

Tool located here: www.cde.state.co.us/educatoreffectiveness/assessment-review-tool, as part of your request to reconsider. Districts are encouraged to contact CDE as soon as possible if using an assessment not included in the request to reconsider template. If you have questions or concerns, please contact the Department at accountability@cde.state.co.us.

CDE recommends sending multiple years of data to show positive trends or data on multiple grades. The templates have been revised to include tables for multiple years of data. Please note that due to FERPA rules, CDE staff cannot publish or review student data of less than 16 students.

Reviewing a Request to Reconsider

Upon receipt of a Request to Reconsider statement and accompanying documentation, the Department will review the request and formulate a recommendation as to the district's final accreditation category or the school's plan type assignment. The review will be conducted by a cross-unit CDE team. Program staff (including the innovation and choice unit, charter and online schools office, dropout prevention and engagement, early learning and school readiness, field services, and/or exceptional student services) will also be consulted as appropriate. CDE staff will evaluate the extent to which the request meets the conditions and data criteria outlined in this document and whether the additional evidence supports a different rating. The staff will then make a recommendation to the Commissioner as to the district's final accreditation category and/or school plan type. The Commissioner assigns district accreditation ratings and recommends school plan types to the State Board of Education for approval.

CDE Decision-Making Considerations

For requests for reconsideration concerning accountability **participation rate impact, calculation errors, the impact of Alternative Education Campuses, retroactive AEC designation, districts with a single school, and districts with a closed school**, re-calculations will be made by CDE to determine the impact on the overall accreditation rating/school plan type assignment, if the necessary conditions are met and data submitted. Those conditions are described in the "Conditions for Request" section and associated appendices.

For reviewing requests for reconsideration based on a **body of evidence**, the following considerations will be used to determine how heavily the supplemental data is considered:

- **The percent of state-tested grades**

For schools with a small percentage of their students included in the performance data in the School Performance Frameworks (K-3 schools, for example), data submitted through the body of evidence will be weighed more heavily, as limited grades are tested with state assessments. See Appendix A: Grade Configurations and State Data Availability for a table describing the percent of state assessed grade level data for different grade configurations.

- **Small schools and districts**

As documented in "[Revisiting N Size: Evaluating Outcomes on the School and District Performance Frameworks Relative to N Size](#)" by Dr. Elena Diaz-Bilello, challenges exist with plan type assignments for small school and district systems. Schools and districts with smaller numbers of students tend to see more variability in performance than larger systems. While the three year framework (when available) helps to mitigate the variability, it also may mask improvements in systems. For smaller schools and districts, data submitted through the body of evidence may be weighed more heavily, as state data may not be fully representative.

CDE is committed to working with small schools and districts to analyze data in order to ensure robust plan type assignments for schools and accreditation ratings for districts. Please see Appendix E for more information regarding body of evidence and participation on local assessments for small schools and districts.

- **Distance to State Targets**

When reviewing a request to reconsider CDE will review the additional supplemental data presented for the performance indicator(s) in which it applies. If the additional supplemental data is positive, it will be factored into the weighting for that indicator through the decision making process. (The actual data reported on the final performance frameworks will not change). If the rating for a particular indicator or sub-indicator is close to the cut-point, the district or school is more likely to advance a rating than a district or school that is further from the cut-point.

- **Local assessment alignment with Colorado Academic Standards**

CDE has reviewed several assessments for alignment with the Colorado Academic Standards and those can be found in the request to reconsider template. Note that not all of these assessments listed in the template have been approved by the Colorado Content Collaboratives or are READ Act Approved Assessments. The members of the Colorado Content Collaboratives consist of Colorado educators who are content experts and possess significant skills and knowledge related to the review and development of assessments in their content area. The Content Collaboratives utilized the Colorado Assessment Review Tool to collaboratively review assessments for: (1) alignment to the content and rigor of the Colorado Academic Standards, (2) high quality scoring criteria, (3) the extent to which the assessment is fair and unbiased, and, (4) the opportunities for students and teachers to learn from the assessment results. All reviews are done from the perspective of the purpose of the assessments and the intended use of the assessment results. CDE will take the Colorado Collaboratives recommendations into consideration when reviewing data for Request to Reconsider submissions. Additionally, READ Act assessments are incorporated in the request to reconsider template as well. Information regarding the READ Act Assessments can be found here:

<http://www.cde.state.co.us/coloradoliteracy/readinterimassessments>. CDE has chosen to include external assessments in the request to reconsider template based on previous years' Request for Reconsideration submissions. CDE coordinated with these vendors to determine criteria for review and vetted these assessments for accountability purposes only and in no way does CDE endorse any of these external assessments over another or intentionally exclude an external assessment. Additionally, the cut-scores and review of the external assessments does not guarantee alignment with results on the CMAS assessments.

CDE Recommendations for a Successful Submission

A successful case for a request to reconsider based on a **body of evidence** will include 3 years of data encompassing:

1. Representative student achievement and growth on select interim assessments reviewed by CDE, with a performance standard set on these assessments by CDE in consultation with the vendor. Representative data means that at least 95% of students participated in the assessment and are included in the results submitted. To view those approved interim assessments, please see the Request to Reconsider Template in [Appendix C: Excel Submission File for Supplementary Data](#).
2. Trend analysis (increases observed each year) conducted over a 3-year period indicating improved achievement and growth on state assessments. (Due to the assessment transition, we know that only 2 years of growth data is available).

3. Trend analysis (increases observed each year) conducted over a 3-year period indicating improved performance over time on interim assessments. To view those interim assessments, please see the Request to Reconsider Template in Appendix C: Excel Submission File for Supplementary Data.
4. Trend analysis (improvements observed each year) conducted over a 3-year period of indicating improved performance on selected post-secondary metrics (only for high schools and districts).
5. Major Improvement Strategies and Implementation Benchmarks: Specific improvements, changes and interventions the district/school has implemented based on the district/school's unified improvement plan, and associated measures and metrics demonstrating the extent to which the district/school has met the implementation benchmarks set in its plan.

Final District Accreditation Category and School Plan Type

Prior to the November State Board of Education Meeting the Department will notify districts of their final accreditation category. No later than the December State Board of Education Meeting, the department will notify districts of the recommended school plan types. If a district wishes to further appeal a district accreditation category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan, the district will have the opportunity to file an appeal to the State Board. For more information about the appeals process, please refer to 1 CCR 301-1, section 6.00 "[Rules for the Administration of Accreditation of School Districts.](#)"

If after consideration of the additional evidence through the request to reconsider process, the state changes the district accreditation category or recommends a different school plan type, only the final determination for the accreditation category or plan type will be reported on the district or school performance framework report posted online on SchoolView. Note, however, that the initial data on the performance indicators and percent of points earned will not change on the School Performance Framework or District Performance Framework report posted online.

Support from CDE

CDE staff is available to provide technical assistance with the process of school accreditation and submissions of Requests to Reconsider. For more information, please visit:
<http://www.cde.state.co.us/Accountability/RequestToReconsider.asp>.

For support, please contact Jessica Watson, watson_j@cde.state.co.us or 303-866-6778.

Appendix B: Prior Request to Reconsider Decisions

A detailed summary of CDE's decisions on approving and denying requests to reconsider submissions from 2017 and years prior are available via:

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

A summary of the 2017 district and school requests to reconsider are below. CDE received fewer requests in 2017 than in 2016. In 2017 CDE received 20 district requests, compared to 41 in 2016 and over 140 school requests compared to 239 in 2016.

2017 District Requests to Reconsider

Of the 20 district requests, 16 were approved or partially approved (80%). Note there are more request types than total number of requests as some district requests crossed two or more types of request. Please see the summary document on the request to reconsider homepage for details.

Type of Request	Approval or Partial Approval*	Denial	Total
Body of Evidence	2	3	5
Participation Rates (Miscoding)	7	2	9
AEC Impact	5	2	7
Insufficient State Data	2	0	2
Districts with a Single School	2	0	2
Removal of Closed/Transferred School	0	1	1

*Partial Approval is awarded when a district makes more than one type of request to increase the accreditation rating and one type is approved, and one is denied.

2017 School Requests to Reconsider

Of the 145 school requests, 109 were approved or partially approved (75%). Note there are more request types than total number of requests as some school requests crossed two or more types of request. Please see the summary document on the request to reconsider homepage for details.

Type of Request	Approval or Partial Approval*	Denial	Total
Body of Evidence	31	29	60
Participation Rates (Miscoding)	24	6	30
Insufficient State Data	12	1	13
District requested to lower rating	40	0	40
Schools in a small district merging into one school code	2	0	2
Rating request for a closed school	0	1	1
Retroactive AEC Designation	2	0	2

*Partial Approval is awarded when a district makes more than one type of request to increase the school plan type and one type is approved, and one is denied.

Appendix C: Excel Submission File for Supplementary Data

Please click the following link to download the Excel template:

<http://www.cde.state.co.us/Accountability/RequestToReconsider.asp>

Interim and formative assessment data submitted by schools and districts should be reported using the Microsoft Excel templates prepared by CDE. CDE will not accept data presented in any other form. Additional criteria for submitting interim assessment data, which are included in the templates, include:

- Testing administration date and the total number of students enrolled, and the total number of test takers at the time of administration. (Participation rates will be calculated from these numbers and only results where 95% of students tested will be considered).
- Growth data should reflect gains made using the beginning of the year as baseline, compared to the end of the academic year, and then compared to national norms.
- For growth reports, the number of students enrolled between the two administration dates and the number of students taking the interim test during both periods should be noted. **Only results for students who took both administrations of the assessment should be included for growth calculations.**
- Opportunity to show up to three years of data.
- Opportunity to include results for disaggregated groups.

Appendix D: Body of Evidence Participation Rates

2017-18 CMAS Exams	District or school has 95% participation or higher on the state assessments	District or school has less than 95% participation on the state assessments	
	All, or almost all, students are reflected in the performance data.	The accountability participation rate (the rate when parent excusals are removed) is greater than or equal to 95%.	The accountability participation rate (the rate when parent excusals are removed) is less than 95% in two or more content areas.
Student count is 16 students or higher	<p>A preliminary rating will be calculated.</p> <p>Additional data can supplement state assessment data for non-state tested grades if participation on local assessments is 95% or higher.</p>	<p>A preliminary rating will be calculated based on the data available.</p> <p>Additional data can supplement state assessment data for non-state tested grades if participation on local assessments is 95% or higher.</p> <p>Local data cannot supplant state tested grade levels.</p> <p>Low participation rates will be noted on the framework reports.</p>	<p>A preliminary rating will be calculated. Due to not meeting the accountability participation rate requirement, the district or school will be automatically decreased one accreditation rating/plan type by the state and this will be noted on the framework.</p> <p>Additional data can supplement state assessment data for non-state tested grades if participation on local assessments is 95% or higher. Local data cannot supplant state tested grade levels.</p>
Tested student count is less than 16 students	N/A	<p>Schools/districts without any publicly reportable state data will be assigned an overall rating of “Insufficient State Data: Low Participation.”</p> <p>Due to the lack of state data that can be reviewed or reported publicly, any additional local data would supplant state results, which is not allowable.</p> <p>If the district/school is on the accountability clock, it will remain on clock but the clock will not move forward.</p>	<p>Schools/districts without any publicly reportable state data will be assigned an overall rating of “Insufficient State Data: Low Participation.”</p> <p>Due to the lack of state data, any additional local data would supplant state results, which is not allowable.</p> <p>If the district/school is on the accountability clock they will remain on clock but the clock will not move forward.</p>
Small Systems: Total student count is less than 16 students	Initial ratings of “Insufficient State Data: Small Tested Population” will be assigned. Districts will submit the district’s accreditation rating for the school to recommend the plan type. CDE may request additional local data.	<p>Initial ratings of “Insufficient State Data: Small Tested Population” will be assigned.</p> <p>Districts will submit the district’s accreditation rating for the school to recommend the assigned the plan type, with the exception of districts and schools with prior priority improvement or turnaround plan types who can submit additional data through the request to reconsider process.</p>	<p>Initial ratings of “Insufficient State Data: Small Tested Population” will be assigned.</p> <p>Districts will submit the district’s accreditation rating for the school to recommend the assigned plan type, which will then automatically be lowered one accreditation rating by the state due to low participation.</p>