

Annual Report to the Public

District guidance



COLORADO
Department of Education

Local education agencies that receive Title I, Part A funds must prepare and disseminate an annual report, per ESEA section 1111(h)(1) and (h)(2), to all families. A letter, describing this report, must be sent out by Feb. 28.

The letter must address the following and provide a location for where the information can be found:

☐ **Assessment Data:**

Percent of ALL students – at each proficiency level and by grade – for reading, math, writing and science on the Transitional Colorado Assessment Program (TCAP)/Lectura/Escritura and Colorado Alternate Assessment (CoAlt), including two prior years of data. Only districts receiving Title I funds are held to NCLB requirements for reporting by race/ethnicity (as well as minority overall), English learner, economically disadvantaged, students with disabilities, gender and migrant disaggregated groups.

Percent of Colorado students at each proficiency level on National Assessment of Educational Progress (NAEP) fourth- and eighth-grade reading and math, disaggregated by race/ethnicity, economically disadvantaged, English learners and students with disabilities.

☐ **Accountability Data:**

School and district progress toward meeting Annual Measurable Objectives for test participation, performance and an “other indicator” (elementary and middle percent advanced; high school graduation rate).

Participation: As with Adequate Yearly Progress, the target remains 95 percent for reading, writing, math and science TCAP/Lectura/Escritura and CoAlt by grade span overall and by disaggregated groups (ethnic/racial, disability, English learner and economically disadvantaged) of 20 or more at the school and district levels.

Performance: The targets for percentage scoring proficient/advanced (TCAP/Lectura/Escritura) and developing/novice (CoAlt) vary by content area and grade span. Schools and districts overall are held to these targets, as are disaggregated groups (ethnic/racial, disability, English learner and economically disadvantaged) of 16 or more. School and district targets were calibrated separately and began at the achievement rate of the 50th percentile school and district for the grade span and content area. Since 2012, the targets have risen incrementally toward the performance rate of the 90th percentile school/district.

Other Indicator: For elementary and middle, this is 1.33 percent advanced on TCAP reading, writing, math and science (CoAlt scores not included). For high school, it is the best of the 4-, 5-, 6- or 7-year graduation rate (target= 80 percent).

The number and name of Title I schools identified as Priority and Focus.

☐ **Teacher Quality Data:**

Percentages of classes taught by highly qualified (HQ)/non-HQ teachers and number of HQ/non-HQ teachers, by district and school.

Equity analyses of the percentages of HQ classes and novice teachers (< 3 years of experience) in relation to school poverty and minority enrollment quartiles.

Other considerations:

- ☐ Hard copy letters must go out by **Feb. 28**, either by mail or in students’ backpacks. This letter can be posted on district/school websites, in newsletters and by other electronic means. However, a hard copy must be sent home.



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- ☐ Questions regarding annual report data must be handled by the district, not CDE. A district representative's current contact information must be listed in the annual report letter, so questions can be directed to that individual.
 - ☐ The district must provide the report in English as well as other major languages spoken by parents, so it is understandable and accessible to families in the community.
 - ☐ Districts can disseminate a letter similar to the sample provided by CDE or hard copies of the relevant data to all families. Districts may download pre-populated tables for this purpose from the sites referenced in the sample letter. Note the "Print This Page" and "Download to MS Excel" functions on SchoolView pages to ease access to these pre-populated tables. If the district chooses to send a letter with directions to where the data can be accessed electronically, it must be sure to fulfill any requests for hard copies made by parents or other constituents.

Where can I learn more?

- CDE Webpage: http://www.cde.state.co.us/fedprograms/ti/a_annrpt
- SchoolView: <http://www.cde.state.co.us/schoolview>
- Contact: Brad Bylsma, 303-866-6937 or bylsma_b@cde.state.co.us