Diving into New Data

Diving into New Data Materials Index

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Additional Materials (not in packet):

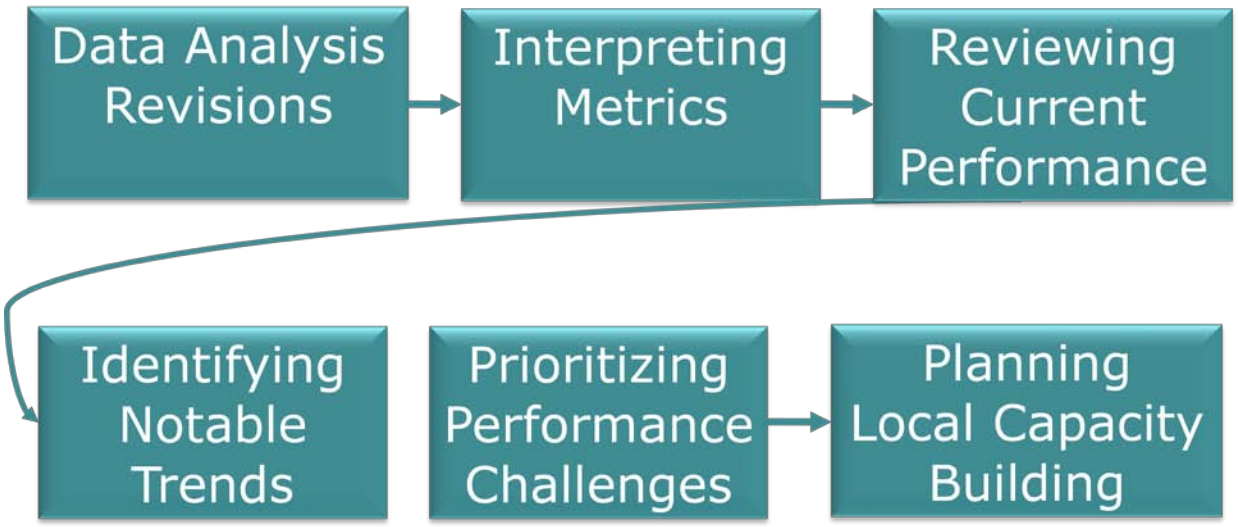
- SPF Template (for 2012)
- Example Middle School Reports
- 3 Examples of SPFs with different performance challenges

Session Overview: Diving into New Data

Learning Targets:

- Explain how and why data analysis, as part of Unified Improvement Planning, has changed.
- Explain the role and identify critical components of the data narrative.
- Appropriately identify school accountability status and where performance did not meet expectations.
- Describe the magnitude of the school performance challenge.
- Analyze state performance measures and metrics, including: frequently misinterpreted metrics, new metrics, and new required reports.
- Describe how to identify "notable" performance trends.
- Identify priority performance challenges consistent with the magnitude of the school's overall performance challenge.
- Learn from other districts' experiences in building local data analysis capacity.
- Plan local data analysis capacity building.

Agenda



Sources of Revision to Data Analysis

The sources of revision to data analysis processes for unified improvement planning include: ESEA Waiver Implications, Lessons Learned from UIP Reviews, and the UIP Needs Assessment Survey. Each is described below.

ESEA Waiver Implications for UIP

Data Analysis

- ***Disaggregated graduation rates*** added to SPF/DPF and UIP Template.
- ***CELApro growth*** including median growth percentiles and median adequate growth percentiles added to SPF/DPF and UIP Template.
- ***Adequate Yearly Progress*** (AYP) is no longer a part of school or district accountability; metrics removed from UIP.

Lessons Learned from UIP Reviews

Data Narrative

CDE reviews of unified improvement plans revealed the following patterns of weakness in the data narrative of plans:

- Reporting of data analysis was limited to previous targets only and didn't provide information about what contributed to the progress, or lack thereof, toward those targets.
- All required elements were not included.
- Trends were described and priority performance challenges were identified, but no root causes were determined.
- Little or no information provided about the process by which planning occurred and which stakeholders were involved, for example:
    - "the staff determined the priority needs and root causes"
    - "Additionally, we concluded that there was a great need to build awareness and understanding of how to effectively teach toward greater English language acquisition"
- In describing prior year's targets and current performance, no reference was made to the impact of improvements to date. What changes have been made as a result? Are improvement efforts a continuation? Does the data support it?

- No or little information about why the school selected to address some priority performance challenges over others.

Trend Statements

CDE reviews of unified improvement plans revealed the following patterns of weakness in trend statements within the data narrative:

- Required information about current performance – indicator areas in which the school/district did not at least meet expectations (Does Not Meet and Approaching) – was not included.
- Some trends that were critical to describing their performance were not identified.
- The reporting about the data analysis was limited and often did not meet basic federal program requirements.
- Local student performance data was seldom included in identifying trends.
- Trends for Growth Gaps were mistakenly described as gaps between the disaggregated group and not the disaggregated group rather than the difference between median growth percentiles and adequate growth percentiles for the disaggregated group.
- Data was provided in lists or tables, but trends were not described.

Prioritized Performance Challenges

CDE reviews of unified improvement plans revealed the following patterns of weakness in priority performance challenges within the data narrative:

- The performance challenges that were prioritized were not consistent with the magnitude of the overall performance challenge (e.g. schools with significant performance challenges overall that prioritized a small group of students within the school).
- Identification of priority performance challenges often did not include the most substantial challenges faced by the school or district.
- Achievement and growth were identified as separate priority performance challenges even when the metrics were focused on the same grade level and content area (separate challenges for 5th grade writing growth and 5th grade writing achievement).
- Priority Performance Challenges articulated what needed to be done, rather than the prioritized problem in student performance. For example, in order to meet state targets for a level increase to MEETS, reading Median Growth Percentile (MGP) must increase from 45 to 55 MGP.

- Little or no information about the process of how the team prioritized their performance challenges, or of why certain performance challenges were prioritized over others.
- It was unclear as to why some performance challenges were selected over others; this includes the following: too many (8-22) prioritized performance challenges, or the relationship between the priorities and the trends is unclear.

Root Cause Analysis

CDE reviews of unified improvement plans revealed the following patterns of weakness in root causes identified within the data narrative:

- The identified root cause(s) were frequently not appropriate given the performance challenges facing the school.
- Not framed as adult actions.
- Not within the control of the school and/or included student attributes. For example: "Students with disabilities, while receiving intensive and targeted instruction in reading, continue to underperform due to lack of instructional time and level of significant impairments."
- The root causes identified were inconsistent with the magnitude of the performance challenge.
- Little or no information provided about how root causes were verified, or no mention of what additional data was used.
- Did not identify data sources and results that were used to verify root causes. For example:
  - "We feel this is due to low expectations…"
  - "Ineffective planning of units and lessons has led to ineffective instruction because the intended outcomes are not the main focus."
  - "Leadership discussions with the teaching and non-teaching staff confirmed the lack of analysis and use of data to inform management, classroom, and instructional practices."
- Many schools listed the same Root Cause for each Priority Performance Challenge.
- Some plans included examples of verification of Root Cause with data from sources outside the school, such as citing quantitative research (e.g. coaching and teacher evaluations archives or instructional research of professional development).

UIP Needs Assessment Survey

Interpreting Colorado Growth Model Data

The percent of respondents who indicated that for School-Level staff it was somewhat challenging or their staff had a lot of trouble…

Topic	Percent
Interpreting median student growth percentiles	38%
Interpreting adequate growth percentiles	44%
Interpreting *catch-up, keep-up and move-up* growth	53%
Identifying trends in growth	37%
Setting performance targets for growth	51%

Engaging in Unified Improvement Planning Processes

The percent of respondents who indicated that for School-Level staff it was somewhat challenging or their staff had a lot of trouble . . .

Topic	Percent
Analyzing data and identifying performance trends	33%
Prioritizing performance challenges	49%
Determining root causes of performance challenges	64%
Developing a data narrative	47%

Priorities for additional support

The percent of respondents who indicated that the following UIP topics were a medium or high priority for additional support. . .

Topic	Percent
Analyzing, interpreting, and using growth model data	45%
Understanding the district and school performance framework report	40%
Developing a data narrative	49%
Analyzing data to identify performance trends (over at least 3 years)	35%
Prioritizing performance challenges	61%
Identifying root causes of performance challenges	68%

Data Narrative Outline

Data Narrative Elements

Description of School and Process for Data Analysis:

- A brief description of the school to set the context,
- The general process for developing the UIP, and
- Who participated in the analysis of school data.

Review of Current Performance:

- The school accountability status,
- Where performance did not meet state/federal expectations,
- The magnitude of school performance challenges over-all, and
- How current performance compares to the targets established in the prior year's plan.

Trend Analysis:

- Notable performance trends (positive and negative),
- What data was considered (including local data sources, metrics and measures), and
- How the team determined which trends were notable.

Data Narrative Elements

Priority performance challenges:

- **The trends that are the highest priority to address immediately,**
- **The process that was used to prioritize the performance challenges, and**
- **What makes the priorities important to address immediately.**

Root Cause Analysis:

- **Root cause(s) associated with each priority performance challenge,**
- **How the root causes were identified, and**
- **The additional data that was reviewed to validate the root causes.**

Adequate Growth Basics (TCAP/CSAP)

Adequate growth percentiles are based on catch-up and keep-up growth. This document provides some basic information about catch-up and keep-up growth and how adequate growth percentiles and median adequate growth percentiles are calculated.

Catch-Up Growth

To be eligible to make catch-up growth:

- The student scores below proficient (unsatisfactory or partially proficient) in the previous year.

To make catch-up growth:

- The student demonstrates growth adequate to reach proficient performance within the next three years or by tenth grade, whichever comes first.

Adequate Growth Percentile for Catch-up

- For students eligible to make catch-up growth (those who scored unsatisfactory or partially proficient in the previous year).
- Adequate Growth Percentile = the minimum growth percentile he/she would have needed to make catch-up growth.

Percent Making Catch-up Growth

- Denominator: The number of students who scored below proficient (unsatisfactory or partially proficient) in the previous year (i.e. students eligible for catch-up growth).
- Numerator: The number of students who made catch-up growth (i.e. demonstrated enough growth to reach proficient performance within the next three years or by tenth grade, whichever comes first).
- Performance is improving if:
  - The denominator is getting smaller (approaching zero)
  - The numerator is increasing (approaching 100)

Catch-Up in different contexts:

- School or District Growth Summary Reports:
  - The percent of students in the school/district making catch-up growth
  - Number of students making catch-up growth/ the number of students eligible to make catch-up growth
- SPF or DPF
  - For students eligible to make catch-up growth
  - Median Growth Percentile
  - Median Adequate Growth Percentile

Keep-Up Growth

To be eligible to make Keep-Up growth:

- The student scores at the proficient or advanced level in the previous year.

To make keep-up growth:

- The student demonstrates growth adequate to maintain proficiency for the next three years or until tenth grade, whichever comes first.

Adequate Growth Percentile for Keep-Up

- For students eligible to make keep-up growth (those who scored proficient or advanced in the previous year).
- Adequate Growth Percentile = the maximum of the growth percentiles needed for each of the next three years (or until 10^{th} grade) he/she needed to score at least proficient for the next three years.

Percent Making Keep-Up Growth

- Denominator: The number of students who scored proficient or advanced in the previous year (i.e. students eligible to make keep-up growth).
- Numerator: The number of students who made keep-up growth (i.e. demonstrated enough growth to maintain proficiency for the next three years or until tenth grade, whichever comes first).
- Performance is improving if the numerator is increasing (approaching 100).

Median Adequate Growth Percentile

The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area (reading, writing or math), within three years or by 10th grade, whichever comes first. Each student in a school has an adequate growth percentile that would either allow them to make catch-up or keep-up growth. If you take the median of all these numbers, you get the growth level that would enable the typical student at the school to be either catching up or keeping up, whichever they need to do.

Interpreting the School Growth Summary Report (and SPF)

To complete this activity, participants will need a School Growth Summary Report and School Performance Framework report from the same school.

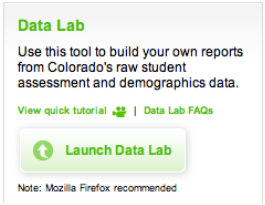
1. What is the ***median growth percentile*** for students in the school for 2011 in Reading? In Math? In Writing?	Reading: Math: Writing:
2. Has the median growth percentile increased, decreased, remained stable, or been inconsistent over the last three years?	Reading: Math: Writing:
3. In which grade level(s) did students make more growth in Reading? In Math? In Writing?	Reading: Math: Writing:
4. Is there a difference in median growth percentile and the median adequate growth percentile for students who qualify for free/reduced lunch? How does the median growth percentile compare to minimum state expectations for this disaggregated group?	MGP AGP Meets Reading: Math: Writing:
5. For learners on an Individual Education Plan, what is the difference between their Median Growth Percentile and their Adequate Growth Percentile?	MGP AGP Reading: Math: Writing:

6. What percentage of students *demonstrated* enough growth to be on track to ***catch-up*** to proficient within three years or by 10th grade, whichever comes first, in Reading? In Math? In Writing?	Reading: Math: Writing:
7. What percentage of students *did not demonstrate* enough growth to be on track to ***catch-up*** to proficient within three years or by 10th grade, whichever comes first, in Reading? In Math? In Writing?	Reading: Math: Writing:
8. What percentage of students *demonstrated* enough growth to ***keep-up*** (on track to remain at or above Proficient) for the next three years or by 10th grade in Reading? In Math? In Writing?	Reading: Math: Writing:
9. What percentage of students *did not demonstrate* enough growth to ***keep-up*** (on track to remain at or above Proficient) for the next three years or by 10th grade in Reading? In Math? In Writing?	Reading: Math: Writing:
10. What percentage of students *demonstrated* enough growth to ***move-up*** (on track to move to Advanced from Proficient) within the next three years or by 10th grade, whichever comes first, in Reading? In Math? In Writing?	Reading: Math: Writing:

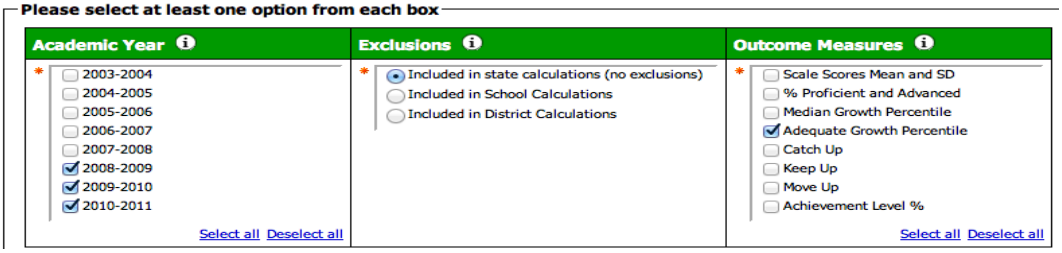
1. Go to Schoolview.org.

2. Enter School Performance.

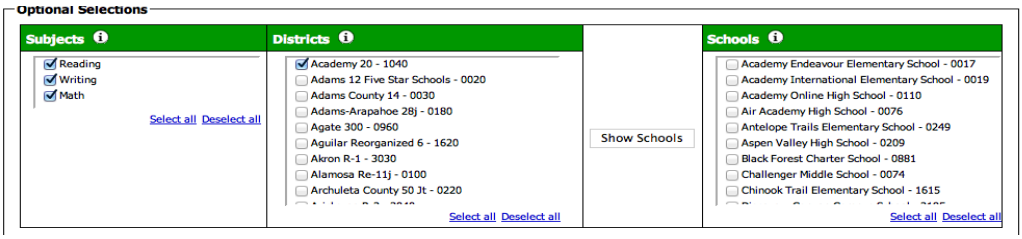
3. Enter the Data Lab. Click Launch Data Lab.



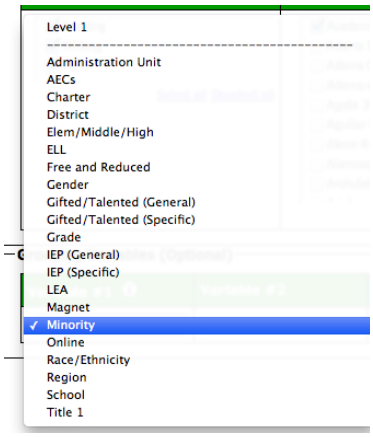
4. Choose the Academic Years and Adequate Growth Percentile as the Outcome Measure.



5. Choose Optional Selections – Subject(s), District and School.

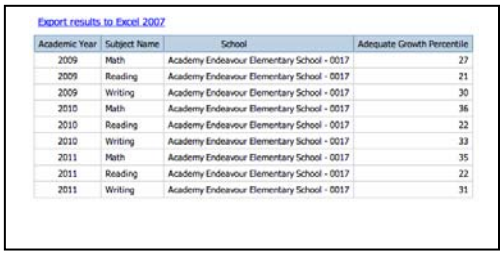


6. **Choose Grouping Variables – run separately for School, Minority, FRL, IEP, ELL and Gender.**



7. **Click Finish to get Data Lab Report.** SCHOOLview® Data Lab Report

8. **Data can be exported to manipulate the data (this step may need an upgrade to the internet browser used).**


Export results to Excel 2007

Academic Year	Subject Name	School	Adequate Growth Percentile
2009	Math	Academy Endeavour Elementary School - 0017	27
2009	Reading	Academy Endeavour Elementary School - 0017	21
2009	Writing	Academy Endeavour Elementary School - 0017	30
2010	Math	Academy Endeavour Elementary School - 0017	36
2010	Reading	Academy Endeavour Elementary School - 0017	22
2010	Writing	Academy Endeavour Elementary School - 0017	33
2011	Math	Academy Endeavour Elementary School - 0017	35
2011	Reading	Academy Endeavour Elementary School - 0017	22
2011	Writing	Academy Endeavour Elementary School - 0017	31

School Performance Framework Scoring Guides & Reference Data

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			16 (4 for each subject area)	15
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2		
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			14 (4 for each content area and 2 for English language proficiency)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*			60 (5 for each subgroup in 3 subject areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Postsecondary and Workforce Readiness	*Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/ aggregated student subgroup's graduation rate was:*			16 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3		
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3		
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut-Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Reference Data for Key Performance Indicators

Academic Achievement

The Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/TCAPA in reading, writing, math and science, results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

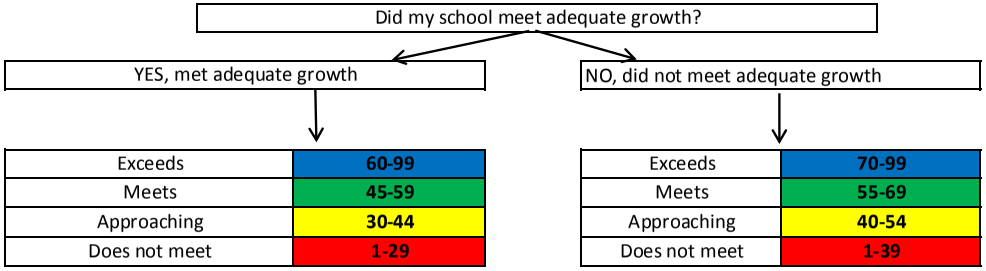
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP/TCAP score history in that content area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP/TCAP within three years or by 10th grade, whichever comes first. The same measures are also applied to CELAPro, Colorado's English language proficiency assessment, to determine language proficiency progress for English learners.

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Learners, and students needing to catch up.



Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student subgroups (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) Colorado ACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

This School's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.6	62.4	68.2	***71.5***
	2009	44.0	58.0	61.0	
	2010	47.4	56.9		
	2011	33.0			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.6	62.4	68.2	71.5
	2009	44.0	58.0	61.0	
	2010	47.4	56.9		
	2011	33.0			
	Aggregated	45.3	59.3	65.0	***71.5***

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

Free/Reduced Lunch Eligible Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.9	57.7	65.0	***77.8***
	2009	46.1	61.0	62.5	
	2010	47.6	61.8		
	2011	36.4			

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.9	57.7	65.0	77.8
	2009	46.1	61.0	62.5	
	2010	47.6	61.8		
	2011	36.4			
	Aggregated	45.7	61.1	63.2	***67.0***

For the 1-year SPF, schools earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year graduation rate, 2008 6-year graduation rate and 2007 7-year graduation rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year graduation rate, aggregated 2007 and 2008 6-year graduation rate, or 2007 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.5	56.1	61.6	***65.7***
	2009	41.9	57.9	60.0	
	2010	45.0	54.5		
	2011	28.2			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.5	56.1	61.6	65.7
	2009	41.9	57.9	60.0	
	2010	45.0	54.5		
	2011	28.2			
	Aggregated	41.3	56.0	60.9	***65.7***

Students w/Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	32.0	39.1	41.7	50.0
	2009	35.3	44.4	50.0	
	2010	41.2	***52.9***		
	2011	N<16			

Students w/Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	32.0	39.1	41.7	50.0
	2009	35.3	44.4	50.0	
	2010	41.2	52.9		
	2011	N<16			
	Aggregated	37.7	44.8	45.2	***50.0***

English Language Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	53.2	64.4	73.3	***77.8***
	2009	35.3	50.0	54.3	
	2010	48.9	56.8		
	2011	31.0			

English Language Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	53.2	64.4	73.3	77.8
	2009	35.3	50.0	54.3	
	2010	48.9	56.8		
	2011	31.0			
	Aggregated	43.9	57.7	65.0	***77.8***

State Level Graduation Rates and Disaggregated Graduation Rates

2009-2010

Overall

	4-year	5-year	6-year	7-year
2007	68.1	71.1	72.1	72.8
2008	70.2	73.7	**74.7**	
2009	70.7	74.4		
2010	72.4			

Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2007	52.2	56.9	58.8	59.7
2008	54	59.8	61.4	
2009	55.3	**61.8**		
2010	58.9			

Minority Student

	4-year	5-year	6-year	7-year
2007	51.1	55.3	56.9	57.8
2008	53.6	59.1	60.6	
2009	55.7	**61.5**		
2010	59.1			

Students with Disabilities

	4-year	5-year	6-year	7-year
2007	48.6	55.5	59.9	62.6
2008	50.5	58.1	**62.8**	
2009	50.5	58.2		
2010	52			

English Language Learners

	4-year	5-year	6-year	7-year
2007	44.1	50.6	53.0	54.0
2008	46.2	54.6	**56.7**	
2009	47.1	55.3		
2010	49.2			

2010-2011

Overall

	4-year	5-year	6-year	7-year
2008	70.2	73.7	74.7	75.7
2009	70.7	74.4	76.2	
2010	72.4	**77.1**		
2011	73.9			

Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2008	54.0	59.8	61.4	62.9
2009	55.3	61.8	64.9	
2010	58.9	**66.1**		
2011	62.2			

Minority Student

	4-year	5-year	6-year	7-year
2008	53.6	59.1	60.6	62.2
2009	55.7	61.5	64.1	
2010	59.1	**66.0**		
2011	63.1			

Students with Disabilities

	4-year	5-year	6-year	7-year
2008	50.5	58.1	62.8	**67.0**
2009	50.5	58.2	65.2	
2010	52.0	61.4		
2011	53.5			

English Language Learners

	4-year	5-year	6-year	7-year
2008	46.2	54.6	56.7	58.7
2009	47.1	55.3	58.5	
2010	49.2	**58.8**		
2011	52.8			

CELApro and TCAP/CSAP Growth Metric Comparison

	CSAP/TCAP	CELApro
Construct	Academic content knowledge	English language development
Content Areas / Language Domains for which median growth percentiles are provided	Reading, Writing, Math	Overall (aggregate of: Listening, Speaking, Reading, Writing)
Time of Testing	February-April	December-January
Grades Tested	3-10	K-12
Test Structure	By grade	By grade span: K-1, 2, 3-5, 6-8, 9-12
Students Tested	All students	English Learners (NEP and LEP)
Disaggregated Group Results	FRL, ELL, IEP, Minority, Students needing to catch-up	CELApro proficiency level
Vertically scaled?	Yes	Yes
Performance Levels	1= Unsatisfactory 2= Partially Proficient 3= Proficient 4= Advanced	1= CELA Level 1 2= CELA Level 2 3= CELA Level 3 4= CELA Level 4 5= CELA Level 5
Grade-specific cut-scores?	Yes	Yes
What is the proficiency standard?	Proficient	The next CELA level up from the student's current level
Adequate Growth	The growth percentile sufficient for a student to reach an achievement level of proficient or advanced, in a given subject area, within three years or by 10th grade; whichever comes first.	The growth percentile sufficient for a student to attain a given level of English proficiency within a specified amount of time.
How long to reach this proficiency level?	3 years or by 10th grade	1 or 2 years depending on the performance level. (See CELApro proficiency level and timeline.)

CELApro Performance Level Timeline

Current Proficiency Level	Desired Proficiency Level	Timeline
1	2	1 year
2	3	1 year
3	4	2 years
4	5	2 years

Interpreting CELApro Growth Metrics: Practice

CELApro Growth Summary: Elementary Example			
Current CELApro Scores	N	MGP	AGP
Overall	268	30	36
CELA 1	48	7	28
CELA 2	72	22.5	28.5
CELA 3	64	38	34
CELA 4	79	50	51
CELA 5	5	73	48.5

Practice: Answer the following questions about the school-level CELApro growth metrics using the data presented for the Example Elementary School in the table above.

Question	Answer
1. How many English Language Learners (who have two sequential CELA pro scores) are there in this school?	
2. How many ELLs were at the following performance levels on CELApro in the current year? • **CELA 1** • **CELA 2** • **CELA 3** • **CELA 4** • **CELA 5**	
3. What was the median growth percentile for all English Language Learners in this school with regard to their performance on CELApro (attainment of English language proficiency)? What does this mean?	

Question	Answer
4. What was the median <u>adequate</u> growth percentile for all English Language Learners in this school with regard to their performance on CELApro (attainment of English language proficiency)? What does this mean?	
5. Which group of students (which proficiency level) is showing the least progress as compared with other students in the state with a similar score history?	
6. What would be this school's rating for English Language Proficiency Growth on their SPF?	
7. Which group of students (at which proficiency level) is showing the greatest progress as compared with other students in the state with a similar score history?	
8. What was the median adequate growth percentile for students who scored at the CELA 2 proficiency level in the current year? What does this mean? **What was the median adequate growth percentile for students who scored at the CELA 3 proficiency level in the current year? What does this mean?** **How are these median adequate growth percentiles interpreted differently?**	

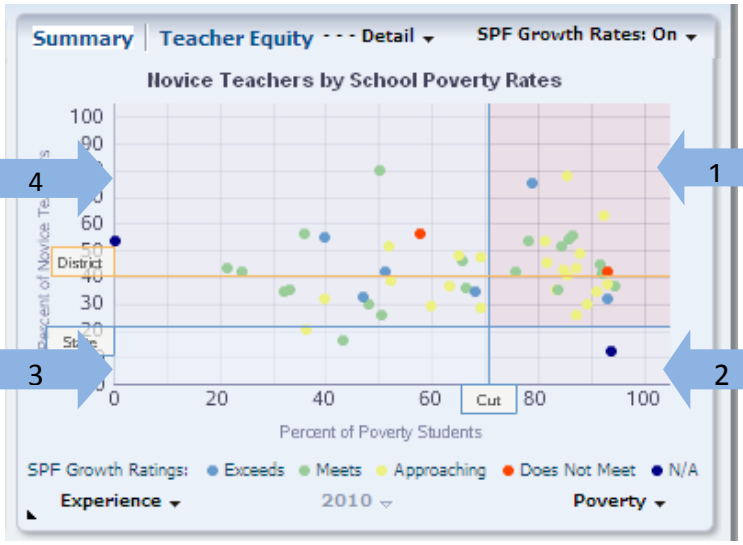
Interpreting Equitable Distribution of Teacher Data Practice

Graphical Displays on www.schoolview.org

The graphic below applies a performance lens to the teacher equity data. This display quickly identifies schools with similar teacher and student demographics that may be achieving different results. It also allows trends across schools within the district to become apparent. When "Experience" is selected as the teacher equity measure, the schools in the upper right-hand quadrant should be looked at more closely. Schools within this area have a high percentage of novice teachers (y-axis) compared to the state mean (horizontal blue line) and are serving a high percentage of free and reduced lunch or minority students (depending on the x-axis that you select using the toggle at the bottom right-hand of the graph). The yellow and red dots within this area represent schools that are approaching (yellow) or not meeting (red) academic growth expectations as defined by the School Performance Framework. Next, look at the green and blue dots in the lower right-hand quadrant. These schools are meeting (green) or exceeding (light blue) growth expectations.

Schools within this quadrant have a **high** percentage of novice teachers and are serving a **lower** percentage of FRL students.

4



1

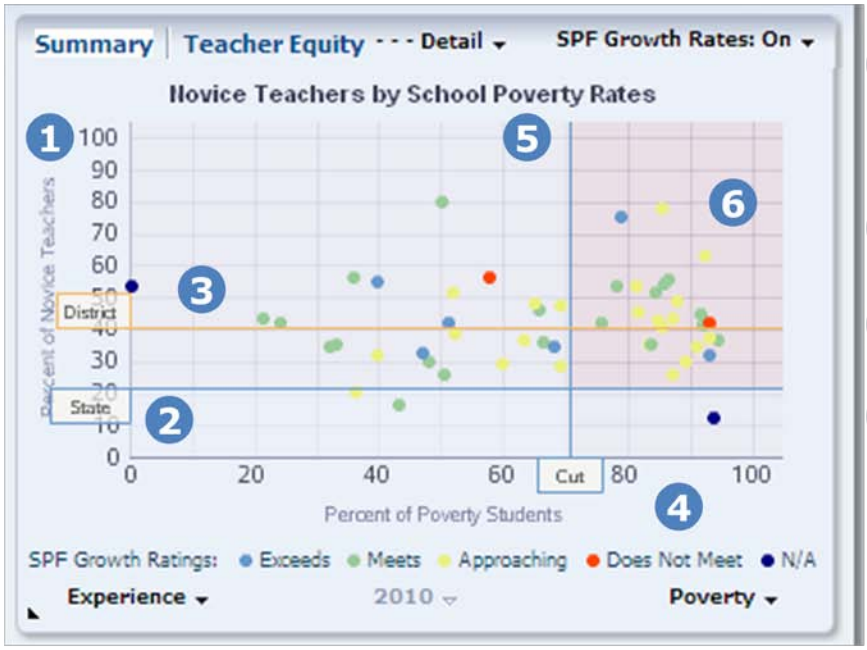
Schools within this quadrant have a **high** percentage of novice teachers and are serving a **high** percentage of FRL students. The graph focuses attention on this quadrant.

Schools within this quadrant have a **low** percentage of novice teachers and are serving a **lower** percentage of FRL students.

3

2

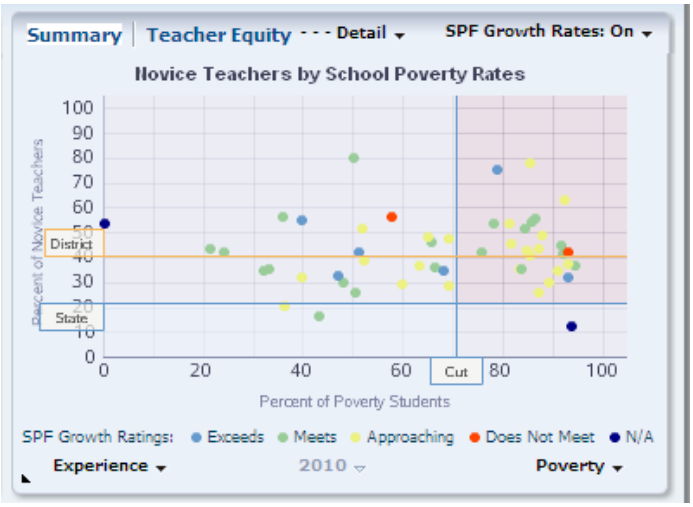
Schools within this quadrant have a **low** percentage of novice teachers and are serving a **high** percentage of FRL students.



1. The y-axis represents percentage of novice teachers, those less than three years of total teaching experience.
2. The horizontal blue line represents the state's mean percentage of notice teachers.
3. The red line represents the average percentage of novice teachers within your district.
4. The x-axis represents percentage of free and reduced lunch students, a proxy for poverty.
5. The vertical red line represents the top quartile for poverty for secondary schools.
6. The dots represent schools. The colors represent the overall growth rating on SPF.

Practice

Use the equitable teacher distribution graph below to answer the questions that follow:



Question	Answer
1. How does the experience level of teachers within this district compare to the state overall?	
2. Are patterns evident in the relationship between the percent of novice teachers in the school and the poverty level of students in the school? Describe any patterns.	
3. Do any schools "jump out" at you because they are high performing? Describe teacher experience and student poverty at the high performing schools.	
4. Do any schools "jump out" at you because they are low performing? Describe teacher experience and student poverty at the low performing schools.	
5. Are patterns evident in the SPF growth ratings for the school and the experience level of the teachers? Between the SPF growth ratings for the school and the poverty level of students within the school? Describe any patterns.	
6. Are there any schools that you'd want to investigate further? Why?	

Interpreting Your Equitable Distribution of Teacher Data

Question	Answer
1. How does the experience level of teachers within this district compare to the state overall?	
2. Are patterns evident in the relationship between the percent of novice teachers in the school and the poverty level of students in the school? Describe any patterns.	
3. Do any schools "jump out" at you because they are high performing? Describe teacher experience and student poverty at the high performing schools.	
4. Do any schools "jump out" at you because they are low performing? Describe teacher experience and student poverty at the low performing schools.	
5. Are patterns evident between the SPF growth ratings for the school and the experience level of the teachers? Between the SPF growth ratings for the school and the poverty level of students within the school? Describe any patterns.	
6. Are there any schools that you'd want to investigate further? Why?	

Identifying the Magnitude of the School's Performance Challenge (Practice)

Note: Use three different School Performance Framework Reports for schools with different plan type assignments.

Question	School 1:	School 2:	School 3:
Are the performance challenges for this school something that impacts 85% or more of the students in the school or less than 15% of the students in the school? **Describe what percent of the student population is impacted by this school's performance challenges.**			
Are significant performance challenges evident across all disaggregated groups? **Is there one or more disaggregated student group in which performance is weaker?** **Summarize the performance of disaggregated student group(s) at the school.**			

Are significant performance challenges evident across all content areas? **Does performance (achievement and growth) differ across content areas?** **Is there one content area in which performance is weaker? Stronger?** **Summarize performance across content area(s).**			
Summarize the magnitude of the performance challenges faced by this school.			

Developing Trend Statements (examples)

Performance Indicator	What measure/ data source?	What content area?	Which metric(s)?	Which students?	Which disaggregated groups?	Direction of trend? Comparison?	Amount?	Over what time period?	What makes this trend notable?	Trend Statement
Academic Growth Gaps	Colorado Growth Model (CSAP/TCAP)	Reading	Median Growth Percentile and Median Adequate Growth Percentile	9th and 10th graders	Students on an IEP	decreasing	MGP: 55 to 35 AGP: 70 to 71	2009-10 to 2011-12 2010-11	For this disaggregated group, the median growth percentile was below the median adequate growth percentile and decreased 20 percentile points to a level below the minimum state expectation of 55.	The median student growth percentile in reading for 9th and 10th graders on an IEP decreased from 55 to 35 between the 2008-09 and 2010-11 school years, which was below the median adequate growth percentile of 70 and a 20 point decrease to a level below the minimum state expectation of 55.
Academic Growth	Colorado Growth Model (TCAP)	Math	Median Growth Percentile	6th graders	All students	increasing	38 to 46	2009-10 to 2011-12 2010-11	The median growth percentile increased to a level above the adequate growth percentile for this group and above the minimum state expectation of 45.	The median student growth percentile in math for 6th graders increased from 38 to 46 between 2008-09 and the 2010-11 school years to a level above the adequate growth percentile for this group of students and above the minimum state expectation of 45.
Academic Growth (English Language Development)	Colorado Growth Model (CELApro)	English Language Proficiency	Median Growth Percentile and Median Adequate Growth Percentile	9th and 10th graders	ELLs	increasing	MGP: 20 to 35 AGP: 60, 55	2009-10 to 2011-12	The median growth percentile for CELApro was below the minimum state expectation of 55 because the median growth percentiles were below the median adequate growth percentiles.	The median student growth percentile for English language proficiency among ELLs increased from 20 to 35 between 2009-10 and 2011-12, but remained below the state minimum expectation of 55 and below the median adequate growth percentile for the same time period.
Achievement	CSAP	Science	Percent proficient and advanced	5th graders	Free and Reduced Lunch	stable	40%, 43%, 42%	2009-10 to 2011-12	The percent of students qualifying for free/reduced lunch who were proficient or advanced was substantially below the % of all students in the school who were proficient or advanced (70%, 72%, 68%).	The percent of 5th graders who were proficient or advanced and who qualify for free or reduced lunch was stable (40%, 43%, 42%) between 2010 and 2012 and substantially below the % of students in the school who were proficient or advanced (70%, 72%, 68%) during the same time period.

Postsecondary and Workforce Readiness	Graduation	NA	Disaggregated 4 and 5 year graduation rates	NA	English Language Learners	decreasing	4 year: 75%, 70%, 62%	2008-9 to 2010-11	The 4 and 5 year graduation rates for English Language Learners was below the minimum state expectation of 80% for each of the last three years.	The percent of ELLs graduating within 4 or 5 years decreased from 75% to 62% between 2009 and 2011, a rate substantially below the minimum state expectation of 80%.
Academic Growth	Colorado Growth Model (TCAP)	Reading	% Catch-up Growth	4th and 5th graders	All students	increasing	5%, 8%, 20%	2009-10 to 2011-12	The percent of students making catch-up growth in the school is significantly below both the state and district rates across the same timeframe.	The percent of students who made catch-up growth increased from 5% to 20% between 2010 and 2012; a 15% point increase, but still substantially below the % catch-up growth for the state overall for this grade-level and content area during the same time period.

Developing Trend Statements

Performance Indicator	What measure/ data source?	What content area?	Which metric(s)?	Which students?	Which disaggregated groups?	Direction of trend? Comparison?	Amount?	Over what time period?	What makes this trend notable?	Trend Statement

Planning to Build Local Data Analysis Capacity

Topic	What will we do?	With whom? When?	What tools will we use?
Explaining the role of the Data Narrative and identifying key elements			
Accurately (correcting misconceptions) analyzing and interpreting the following metrics: • adequate growth • catch-up/ keep-up/ move-up growth • growth gaps			
Accessing, analyzing and interpreting CELApro growth			
Accessing, analyzing and interpreting 4, 5, 6, and 7 year disaggregated graduation rates			

Topic	What will we do?	With whom? When?	What tools will we use?
Analyzing and interpreting Equitable distribution of teachers' data views/reports			
Appropriately identifying school accountability status and where performance did not meet expectations			
Summarizing the magnitude of the school performance challenges			
Identifying "notable" trends; determining what makes trends notable			
Prioritizing performance challenges that: • reflect the magnitude of the school's overall performance challenges • combine similar trends (even cutting across performance indicators)			