

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. A more comprehensive analysis by examining all of the performance indicators – at a minimum, you must address the performance indicators for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows

• “Consistent declining performance for all grade (3-5) cohort groups,” listed under Priority Needs, is a trend. The Priority Need (now Performance Challenge), might be “persistent low performance for all grade (3-5) cohort groups, especially boys, Hispanic students, ELL students, and F/R lunch students.”

Performance Indicators	Description of Significant Trends (3 years of past data)				Priority Needs	Root Causes
Academic Achievement (Status)	Reading	2008	2009	2010	Consistent declining performance for all grade (3-5) cohort groups, especially boys, Hispanic students, ELL students, and F/R lunch students. Low performance on the vocabulary, non-fiction, and poetry areas tested on CSAP	<ul style="list-style-type: none"> ■ There are low expectations and no sense of shared accountability for student learning ■ There has been inconsistent implementation of guided reading groups, as part of Tier I classroom instruction. ■ Progress monitoring does not occur on a regular basis and students who are struggling are not identified and do not receive research-based additional support and interventions. ■ Limited exposure to English and English Language Development instruction. Lack of sheltered instruction; including academic language and vocabulary development. ■ There is almost no direct instruction of vocabulary other than
	Grade 3	62	71	67		
	Grade 4	54	57	54		
	Grade 5	56	46	49		
	All scores are below state Reading CSAP averages. <ul style="list-style-type: none"> No significant reduction of numbers of NP students from 2008-2010. Girls outscoring boys across all 3 years. White students outscoring Hispanic students and ELL students across all 3 years. Continued gap between F/R lunch 					

	<table border="1" data-bbox="478 662 913 808"> <thead> <tr> <th>Writing</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>38</td> <td>40</td> <td>49</td> </tr> <tr> <td>Grade 4</td> <td>35</td> <td>24</td> <td>36</td> </tr> <tr> <td>Grade 5</td> <td>37</td> <td>31</td> <td>32</td> </tr> </tbody> </table> <p data-bbox="478 857 1018 889">All scores are below state CSAP Writing averages.</p>	Writing	2008	2009	2010	Grade 3	38	40	49	Grade 4	35	24	36	Grade 5	37	31	32	<p data-bbox="1144 738 1186 771">N/A</p> <div data-bbox="1333 600 1858 987" style="border: 1px solid red; padding: 5px;"> <ul style="list-style-type: none"> • Priority needs were not identified for all indicators that did not meet state expectations (Academic Achievement Status: Writing and Science; Academic Growth: Reading and Writing; Academic Growth Gaps: Reading and Writing) and thus did not fully describe the strategic focus of the school. </div>
	Writing	2008	2009	2010														
Grade 3	38	40	49															
Grade 4	35	24	36															
Grade 5	37	31	32															
<p data-bbox="226 1352 424 1385">Academic Growth</p>	<p data-bbox="478 1320 1003 1417">Reading: Median Growth Percentile: Variable but declining (40 in 08-09, 44 in 09-10 and 38 in 10-11.) Below state expectations</p>																	

	<p>Writing: In 2010-11, no subgroups of students made adequate growth.</p> <p>Free/Reduced Lunch Eligible Median Growth Percentile: 34 Adequate Growth Percentile: 59</p> <p>Minority Students Median Growth Percentile: 34 Adequate Growth Percentile: 60</p> <p>Students w/ Disabilities Median Growth Percentile: 24 Adequate Growth Percentile: 81</p> <p>English Language Learners Median Growth Percentile: 35 Adequate Growth Percentile: 61</p> <p>Students needing to catch up Median Growth Percentile: 35 Adequate Growth Percentile: 66</p>	N/A	N/A
Post Secondary Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

Strengths:

- Performance indicators where the school failed to meet academic achievement, academic growth, and academic growth gaps expectations were identified. (i.e., “Below state expectations.”)
- Data were analyzed and needs were specified at a more detailed level than that presented in the SPF report for within a disaggregated group of students (i.e., “Girls outscoring boys across all 3 years; White students outscoring Hispanic students and ELL students across all 3 years; Continued gap between F/R lunch students and non-F/R lunch students); and within a sub-content area. (i.e., “Low performance on the number sense, problem solving, and communicating reasoning used in solving problems areas tested on CSAP”).
- Analysis local performance data on K-2 students was included. (i.e., “Less than 50% of students (K-2) were at grade level (Spring 2008, 2009, 2010), as measured by PALS.”)
- Priority needs were based on analysis of performance trends.
- Identified root causes were broad and systemic. (i.e., “There are low expectations and no sense of shared accountability for student learning. Progress monitoring does not occur on a regular basis and students who are struggling are not identified and do not receive research-based additional support and interventions.”)
- All root causes were within the control of the school.
- Multiple types of data (i.e., state and local performance data, teacher surveys, supports provided to students) were considered in the identification of root causes.

Areas in which the Quality Criteria could be addressed more clearly

- “Consistent declining performance for all grade (3-5) cohort groups,” listed under Priority Needs, is a trend. The Priority Need (now Performance Challenge), might be “persistent low performance for all grade (3-5) cohort groups, especially boys, Hispanic students, ELL students, and F/R lunch students.”
- Priority needs were not identified for all indicators that did not meet state expectations (Academic Achievement Status: Writing and Science; Academic Growth: Reading and Writing; Academic Growth Gaps: Reading and Writing) and thus did not fully describe the strategic focus of the school.

AYP ELL Trends			
	07-08	08-09	09-10
Reading	No	No	No
Math	No	No	No

Root Cause: Low Achievement and Growth



We considered additional data as we engaged in root-cause analysis. In particular, as we surveyed teachers, we collected data about the content addressed in reading, writing, and math, interventions or additional support provided to low performing students, ELL strategies used in on a consistent basis, and the degree to which teachers provided learning experiences related to the specific areas in which our students were struggling. We realized previous School Improvement plans we had written did not increase student scores or reduce the achievement gap because we had too many targets, focused too much on student demographics and mobility – factors outside of our control, and did not clearly determine why we did not make AYP. Because we have failed to make AYP in both reading and math, we chose to focus our efforts for SY 2010-2011 and SY 2011-2012 on reading and math. Therefore the remainder of our analysis looked at the root causes of our priority needs in reading and math.

Our analysis led us to identify the following root causes.

1. Teacher and parent surveys indicate that a climate of high expectations for students does not exist in our school. In addition, there is no sense of shared accountability. Each teacher feels responsibility of the achievement of students in his/her class, but not for all the students in the school.
2. There has been inconsistent implementation of guided reading groups, as part of Tier I classroom instruction.
3. There is inconsistent implementation of district math curriculum.
4. Progress monitoring does not occur on a regular basis and students who are struggling are not consistently identified and, often, do not receive additional research-based support and intervention, in both reading and math.
5. Analysis of teaching practice and schedules indicate that there has been limited exposure to English and English Language Development instruction. This has been especially true in our Primary Bilingual classrooms and transitioning intermediate rooms.
6. There is lack of knowledge of and implementation of sheltered instruction, including academic language and vocabulary development. There is almost no direct instruction of vocabulary other than that provided through the reading program. Students are being given minimal instruction in math vocabulary. In addition, we are not consistently teaching how to express ideas in mathematical terms and how to explain in writing how answers to math problems are obtained.
7. Teacher, parent, and student surveys indicate that there is a lack of understanding on how to instruct, engage, and motivate boys, Hispanic students, and students impacted by poverty. This is also indicated by the pervasive lack of student growth by these subgroups on standardized tests.
8. As evidenced by end of year district-wide assessments (K-5), we are not providing programming that meets the needs of our incoming kindergarteners, or our students significantly below grade level.

Verification of Root Cause

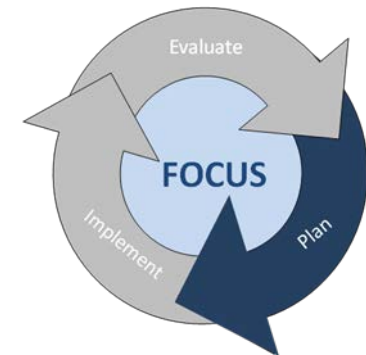
Our initial discussions with the school leadership team led us to examine more closely what was happening in classrooms with regard to expectations for student learning, particularly students significantly below grade level. We also gathered data on what student progress monitoring looked like in classrooms. The result was verification that progress monitoring was not occurring in any systematic and purposeful way. Further discussions with staff and a survey of parents verify that there appears to be climate of low expectations for our students. We don't expect our students to do well and therefore they don't. In fact, teachers acknowledge that they are inconsistent with implementation of guided reading and use of the district math curriculum. They are also unclear of what written responses to math questions should include. In student surveys, administered in our intermediate classrooms, students expressed a lack of motivation or buy-in to classroom instruction. This was particularly true of our Hispanic boys. Staff acknowledges lacking understanding on just how to engage and motivate boys, Hispanic students, and students impacted by poverty. Further verification of the root causes will come as we implement changes and obtain the desired results.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura R	By the end of the 2010-2011 school year, 65% of the students will score proficient or advanced overall on the reading CSAP and at least 80% of the students will correctly answer at least 60% of the items related to vocabulary. 40% of students who are minority, English Language Learners who	By the end of the 2011-2012 school year, 70% of the students will score proficient or advanced overall on the reading CSAP and at least 80% of the students will correctly answer at least 70% of the items related to vocabulary and non-fiction reading.	Galileo administered 4X a year (Sept, Nov, Feb, April) DIBELS administered at least monthly PALS administered 3X a year (Sept, Jan, April)	Major Turnaround Strategy #1: School Management: Reorganize the oversight and management structure within the school to provide greater, more effective support to educators and

School Goals

Strengths:

The disaggregated group of students to which the Annual Target applied was identified in those areas for which Annual Targets were established. (i.e., “40% of students who are minority, English Language Learners who qualify for free-reduced price lunch will score proficient or advanced on CSAP.”)

The measure (i.e., CSAP, Galileo, DIBELS) and the metric for each target (i.e., “70% of the students will score proficient or advanced overall on the math CSAP and at least 80% of the students will correctly answer at least 70% of the items related to number sense and communicating the reasoning for solving problems.”) were specified. Targets were at the disaggregated group level.

Only measures that are administered/scored/reported more than once during the school year were included in Interim Targets. The UIP specified how frequently the data from the measure would be available the first time information on the measure was given.

Major Improvement Strategies described an over-all research-based approach based on a theory about how performance will improve. (i.e., “Provide standards-based, teaching/learning cycle mathematics.”)

Major Improvement Strategies described specific changes in practice that would result from the action steps. (e.g., “Reorganize the oversight and management structure within the school to provide greater, more effective support to educators and learners.”)

Major Improvement Strategies explicitly responded to the identified root causes.

The needed instructional improvement was addressed. (“Support learning needs of students, most represented in achievement and growth gaps, by providing: sheltered instruction for all students, to include academic language and vocabulary development; standardized instructional minutes in English instruction for bilingual students; and effective, motivational, and engaging instruction through teacher understanding of boys, Hispanic students, and students of poverty.”)

A required Turnaround approach (School Management Reorganization) was included.

Areas in which the Quality Criteria could be addressed more clearly:

Annual targets were established only for math in every performance indicator area (achievement, growth, growth gaps,) rather than in every area (reading, writing and for achievement, science) in which the school failed to meet state expectations.

Annual targets specified priority disaggregated groups for pre-established federal performance indicator targets, (“By the end of the 2011-2012 school year, 50% of students who are minority, English Language Learners who qualify for free-reduced price lunch will score proficient or advanced on CSAP.”) but do not appear to be sufficiently high to result in the school meeting state and federal expectations within five years.

Measures of student performance that were to be used to monitor progress in reaching the Interim Targets were described in each of the areas in which annual targets were established. However, annual targets were not identified for all areas in which the school did not meet state expectations.

The metrics associated with each Interim Measure (i.e. DIBELS Benchmark Scores) were not given. Inclusion of metrics would have made it easier to determine whether intervention efforts were making the desired difference.