2023 Topic Based Webinar
Winter
Charter Renewal Data Considerations

Unified Improvement Planning/School
Performance Frameworks
Strategic Plan Creation or Update
Data Driven Culture Within Schools
Data Dashboard Best Practices

Intention for Today's Training

- Charter Renewal Data Considerations
  - The intention of this training is to ensure your school understands the necessary steps surrounding data to prepare for future charter renewal conversations and processes.
    - Unified Improvement Planning and review of the school's School Performance Framework results and how they align with the school's mission
    - Development or updating the school's strategic plan
    - Understanding the impact of your school's data culture
    - Best practices in data dashboarding

- Think about the information within this training and how it relates to your school's progress toward best practices regarding use of data.
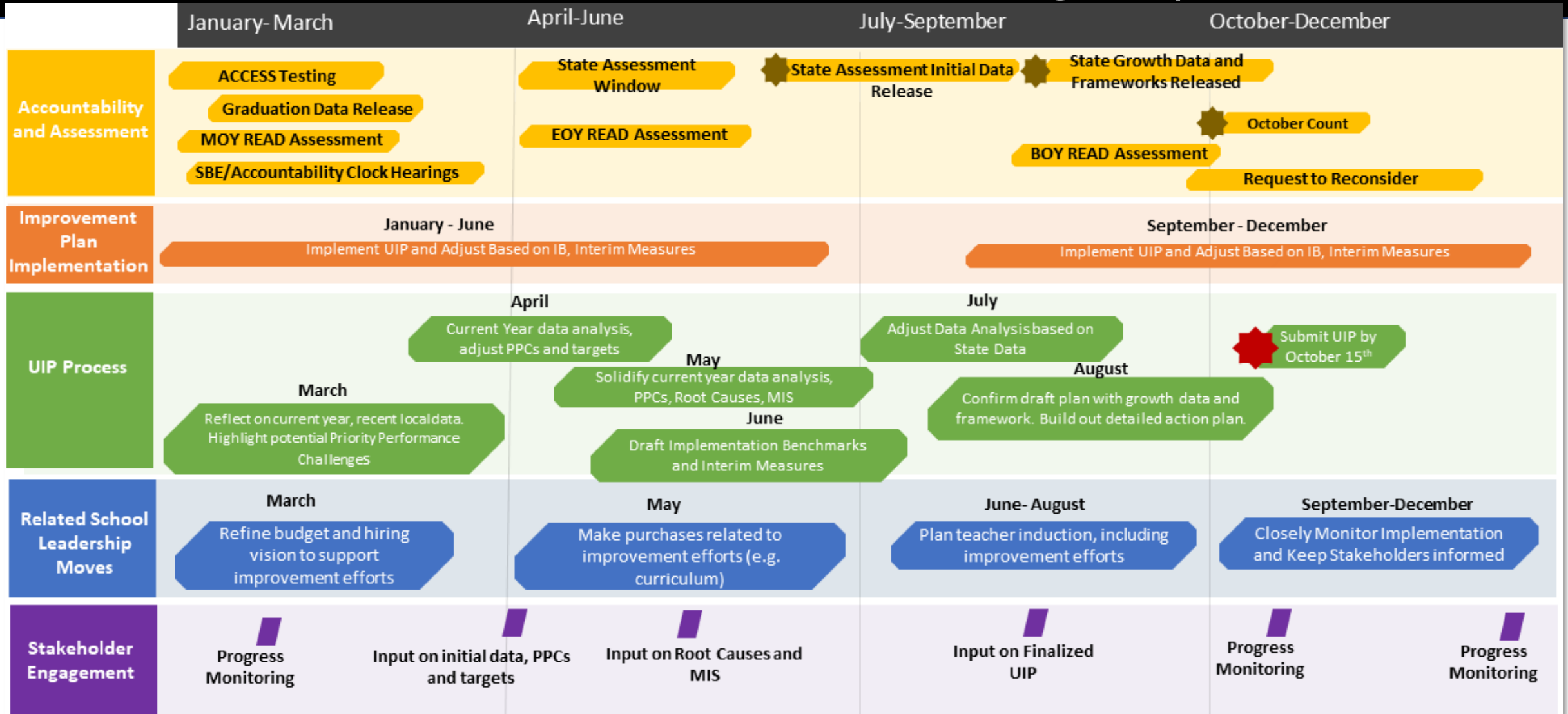- Please don't hesitate to ask questions!

Unified Improvement Planning (UIP) Timeline and
School Performance Framework (SPF) Review

UIP Timeline Shift Planning Map

	January- March	April-June	July-September	October-December
Accountability and Assessment	ACCESS Testing Graduation Data Release MOY READ Assessment SBE/Accountability Clock Hearings	State Assessment Window EOY READ Assessment	State Assessment Initial Data Release BOY READ Assessment	State Growth Data and Frameworks Released October Count Request to Reconsider
Improvement Plan Implementation	**January - June** Implement UIP and Adjust Based on IB, Interim Measures		**September - December** Implement UIP and Adjust Based on IB, Interim Measures	
UIP Process	**March** Reflect on current year, recent local data. Highlight potential Priority Performance Challenges	**April** Current Year data analysis, adjust PPCs and targets **May** Solidify current year data analysis, PPCs, Root Causes, MIS **June** Draft Implementation Benchmarks and Interim Measures	**July** Adjust Data Analysis based on State Data **August** Confirm draft plan with growth data and framework. Build out detailed action plan.	Submit UIP by October 15th
Related School Leadership Moves	**March** Refine budget and hiring vision to support improvement efforts	**May** Make purchases related to improvement efforts (e.g. curriculum)	**June- August** Plan teacher induction, including improvement efforts	**September-December** Closely Monitor Implementation and Keep Stakeholders informed
Stakeholder Engagement	Progress Monitoring	Input on initial data, PPCs and targets	Input on Root Causes and MIS	Input on Finalized UIP	Progress Monitoring	Progress Monitoring

Source: Colorado Department of Education UIP Timelines

CDE School Performance Framework (SPF)

Scoring Guide for 2019 District/School Performance Frameworks

Performance Indicator	Measure/Metric		Rating	Point Value		
	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values			All Students	Each Disaggregated Group	ELP On Track Growth
Academic Achievement & ELP On Track Growth	• at or above the 85th percentile		Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile		Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile		Approaching	4	0.50	1.0
	• below the 15th percentile		Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)			1 bonus point;		
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point		
	Median Growth Percentile was:			All Students	Each Disaggregated Group	ELP
Academic Growth	• at or above 65		Exceeds	8	1.00	2.0
	• at or above 50 but below 65		Meets	6	0.75	1.5
	• at or above 35 but below 50		Approaching	4	0.50	1.0
	• below 35		Does Not Meet	2	0.25	0.5
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:			All Students	Each Disaggregated Group	
	• at or above 554.7		Exceeds	4	1.00	
	• at or above 501.3 but below 554.7		Meets	3	0.75	
	• at or above 458.0 but below 501.3		Approaching	2	0.50	
	• below 458.0		Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:			All Students	Each Disaggregated Group	
	• at or above 544.6		Exceeds	4	1.00	
	• at or above 488.0 but below 544.6		Meets	3	0.75	
	• at or above 439.9 but below 488.0		Approaching	2	0.50	
	• below 439.9		Does Not Meet	1	0.25	
Postsecondary and Workforce Readiness	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			All Students	Each Disaggregated Group	
	• at or below 0.5%		Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%		Meets	6	1.5	
	• at or below 5.0% but above 2.0%		Approaching	4	1.0	
	• above 5.0%		Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):			All Students		
	• at or above the 75.8%		Exceeds	4		
	• at or above 61.1% but below 75.8%		Meets	3		
	• at or above 46.8% but below 61.1%		Approaching	2		
	• below 46.8%		Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students	Each Disaggregated Group	
	• at or above 95.0%		Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%		Meets	6	1.5	
	• at or above 75.0% but below 85.0%		Approaching	4	1.0	
	• below 75.0%		Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP on Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned…of the points eligible.	
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2019 for ELP On Track to Proficiency Growth.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

August 13, 2019

Final 2019 School Performance Framework

COLORADO Department of Education

4942: Lakewood High School | 1420: Jefferson County R-1   High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	988	94.2%	494.1	77	6/8	Meets
	English Learners	102	97.4%	399.2	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	306	89.0%	426.9	17	0.5/1	Approaching
	Minority Students	445	92.9%	453.4	40	0.5/1	Approaching
	Students with Disabilities	65	88.3%	376.0	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	989	94.2%	479.8	77	6/8	Meets
	English Learners	103	97.4%	393.3	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	306	89.0%	412.7	14	0.25/1	Does Not Meet
	Minority Students	445	92.9%	439.1	41	0.5/1	Approaching
	Students with Disabilities	65	88.3%	350.2	1	0.25/1	Does Not Meet
CMAS - Science	All Students	356	81.4%	626.9	64	6/8	Meets
	English Learners	37	92.5%	521.1	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	113	78.4%	560.2	12	0.25/1	Does Not Meet
	Minority Students	172	82.9%	591.8	32	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*		*	*	21.75/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	898	52.0	6/8	Meets
	English Learners	87	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	269	47.0	0.5/1	Approaching
	Minority Students	392	48.0	0.5/1	Approaching
	Students with Disabilities	40	30.0	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	1,239	52.0	6/8	Meets
	English Learners	136	48.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	405	45.0	0.5/1	Approaching
	Minority Students	582	49.0	0.5/1	Approaching
	Students with Disabilities	70	38.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	98	69.0	2/2	Exceeds
	On Track to Proficiency	100	69.0%	2/2	Exceeds
TOTAL				20/28	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

Source: Colorado Department of Education State Accountability Performance Snapshot

CDE Data Links

- Charter School Student Demographics
  - Ethnicity Data
  - FRL Data
  - Pupil Membership
- Academic Achievement
  - CMAS - English Language Arts, Mathematics, Science, Social Studies
- Academic Growth
  - Colorado Growth Model Reports
- Student Engagement
  - Attendance and Truancy Rates
  - Mobility Rates
- Postsecondary Workforce Readiness
  - Graduation Statistics
  - PSAT and SAT Results
  - Dropout Data

Strategic Plan Update or Creation

Who is Involved?

- Identify board members with institutional knowledge, understanding of data, and those who will be moving into those positions
- Engage school leadership and key staff

How should we get started?

- Gain stakeholder input
  - Use climate surveys to better understand the perspectives of parents/guardians, students, and staff
  - Conduct town halls with parents/guardians, students, and staff

Identifying a Strategic Planning Process

Goal Based Strategic Planning Process

Defining the Goals

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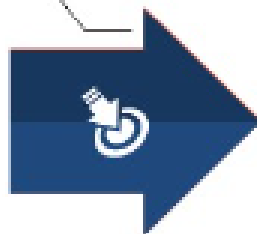
Key Strategies we can use

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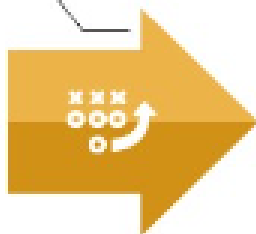
Action Timeline

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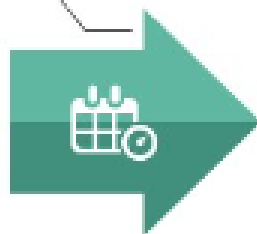
Expected Results

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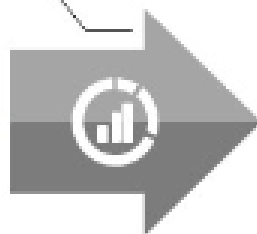
This is a sample text. Insert your desired text here. This is a sample text.

GAP Analysis

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Action Plan

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Key Metrics we can use

Data Driven Culture

Theory of Action: Continuous Improvement

- **Focus** attention on the right things (performance indicators);

- **Evaluate** performance by gathering, analyzing, and interpreting data about performance;

- **Plan** improvement strategies based on performance data, root cause analysis, and evidence-based strategies

- **Implement** planned improvement strategies.
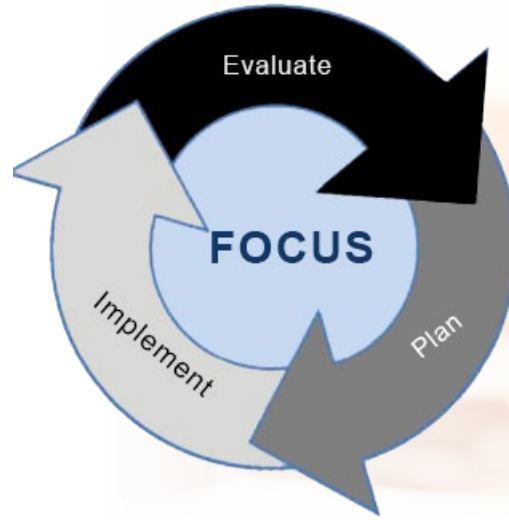
Data Driven Culture Within Schools

SCHOOL LEADERSHIP

- Ensure conversations and training are guiding staff and students toward an understanding of the value and importance of school and student level data (**UIP – ACTION STEPS**)
- Review and have awareness of benchmarks set during the improvement planning process (**UIP – IMPLEMENTATION BENCHMARKS**)
- Ensure teachers have UNINTERRUPTED time to conduct effective data team meetings (1 hour) at least 2x/month
- Provide guidance/training on how teachers can incorporate data driven instruction in their lessons
- Lead staff and students through a quality administration of a nationally normed interim assessment (STAR, NWEA MAP, etc.) 2-3x/school year
- Create and share regular (3-4x/year) data dashboards that include student performance on interim assessments, behavior trends, attendance and enrollment trends, progress toward goals, etc.

BOARD of DIRECTORS

- Ensure leadership is guiding the staff and students toward an understanding of the value and importance of school and student level data (**UIP – ACTION STEPS**)
- Review and have awareness of leadership developed benchmarks (**UIP – IMPLEMENTATION BENCHMARKS**)
- Provide support for the allocation of UNINTERRUPTED time for teachers to conduct effective data team meetings
- Ensure quality administration of a nationally normed interim assessment (STAR, NWEA MAP, etc.) three times/school year
- Request regular (3-4x/year) data dashboards that include student performance on interim assessments, behavior trends, progress toward goals, etc.
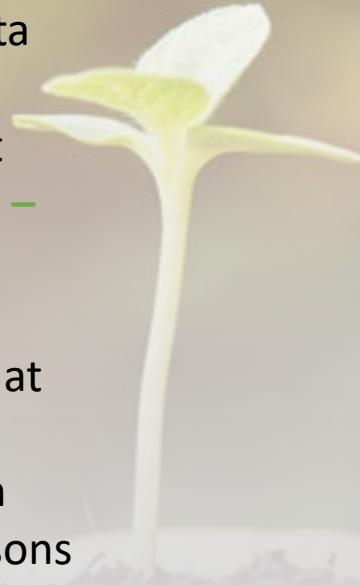
What type of data and information does your school's leadership and Board of Directors need to track?

- School Leadership
  - Intentional tracking and monitoring of school data as it aligns with the mission and school established goals
  - Regular classroom and data team observations to determine level of success among staff in implementing improvement strategies
  - Review of lesson plans for evidence of data driven instruction
- Board of Directors
  - Quarterly (at least) reporting by school leadership on **progress toward UIP and other school goals** with **grade level achievement and growth** reported following each administration of your interim measure
    - September – SPF results
    - Q2 – fall assessment results
      - fall to fall growth
      - % of students scoring at grade level
    - Q3 – winter assessment results
      - fall to winter growth
      - % of students scoring at grade level
    - June – spring assessment results
      - fall to winter, winter to spring, and fall to spring growth
      - % of students scoring at grade level
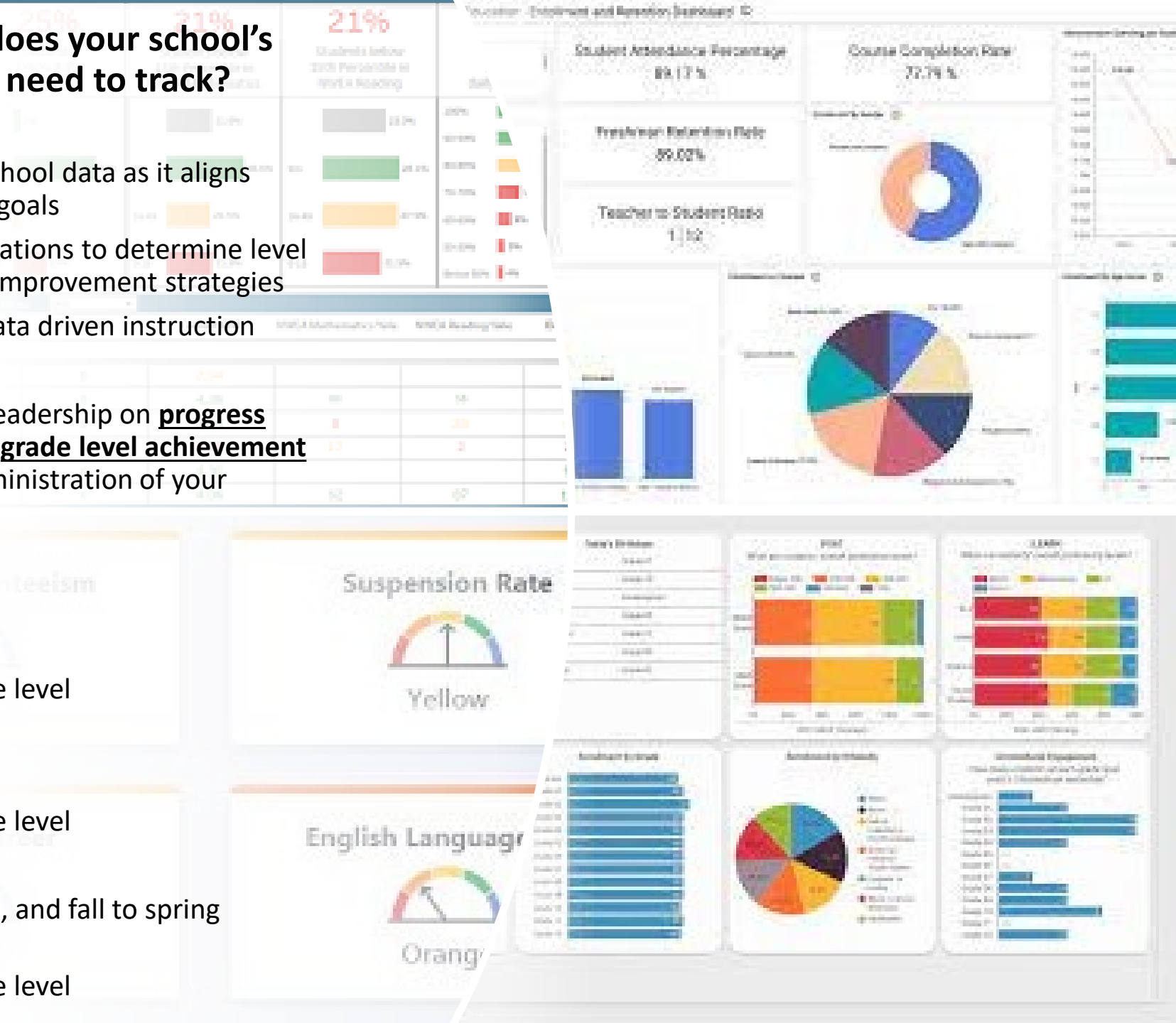
Takeaways?

What are the actionable takeaways you have learned from this presentation?

Questions and Contact Info

If you have any questions or want to follow up on any part of this training, please contact me using the information below.

Thank you for your time today! I hope this training helped to shed light on data use and preparation and how it informs your school's readiness for charter renewal data conversations.

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