**Equity of Access and Outcomes Toolkit**

*This is a copy of the original document to your individual Google Drive, no one can see or access your answers.*

**Part I: Enrollment**

# Enrollment

*Is your school enrolling various student groups at a rate proportional to local schools, your comparison district, or the state?*

Instructions: During the presentation, the following section should be completed while you review the [dashboard](https://tinyurl.com/EquityScreenerDashboard). Use this Toolkit to record your responses to each question. This Toolkit provides a guide to help you conduct the Screener process annually at your school. Please feel free to take these questions and reflections back with you to your team.

**Enrollment Self Reflection**

|  |
| --- |
| 1. **What are your initial reactions to your data?**
 |
|  |
| 1. **How does your school’s demographic data compare to the typical distribution of schools in your comparison district? How about your district overall? To the statewide charter average? To the statewide non-charter average? To the state overall?**
 |
|  |
| 1. **What are the components/processes currently in place for enrollment of special populations?**
 |
|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
 |
|  |

**** Please wait for further instruction.****

**Enrollment Team Reflection**

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| --- |
| 1. **What was your team’s initial reactions to your school’s data? What student group do you have additional questions about?**
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|  |
| 1. **How do your results compare? How have your enrollment trends changed over time? Do you have some potential growth areas to consider?**
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| 1. **What structures are in place for enrolling special populations? What were some of the considerations for creating this structure or process? Are there potential enrollment barriers that may arise?**
 |
|  |
| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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**Part II: Stability**

# Stability

*How stable is the enrollment of various student groups in your school?*

Instructions:During the presentation, the following section should be completed while you review the [dashboard](https://tinyurl.com/EquityScreenerDashboard). Use this Toolkit to record your responses to each question. This Toolkit provides a guide to help you conduct the Screener process annually at your school. Please feel free to take these questions and reflections back with you to your team.

**Stability Self Reflection**

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| --- |
| 1. **What are your initial reactions to your data?**
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| 1. **How does your school’s stability rates compare to the typical distribution of schools in your comparison district?How about your district overall? To the statewide charter average? To the statewide non-charter average? To the state overall?**
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|  |
| 1. **What are the components/processes currently in place that contribute to the stability of your school’s population?**
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|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
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|  |

**** Please wait for further instruction.****

**Stability Team Reflection**

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| --- |
| 1. **What was your team’s initial reactions to your school’s data? What student group do you have additional questions about?**
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| 1. **How do your results compare? How have your stability trends changed over time? Do you have some potential growth areas to consider?**
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| 1. **What structures are in place for student stability (are you tracking students who disenroll or exit)? What were some of the considerations for creating this structure or process?**
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|  |
| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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**Part III: Enrollment & Stability**

# Enrollment & Stability

*How might we contextualize different sets of data?*

Instructions:During the presentation, the following section should be completed while you review the [dashboard](https://tinyurl.com/EquityScreenerDashboard). Use this Toolkit to record your responses to each question. This Toolkit provides a guide to help you conduct the Screener process annually at your school. Please feel free to take these questions and reflections back with you to your team.

**Enrollment and Stability Self Reflection**

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| --- |
| 1. **What are your initial reactions to your data?**
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| 1. **Do you have populations of students with particularly low enrollment compared to local schools, the district, or the state?**
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| 1. **How does the stability rate for those student groups compare to your school’s overall stability rate?**
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|  |
| 1. **For those student groups, are more students leaving your school over the course of the year than is typical for local schools, the district, or statewide charters?**
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|  |

**** Please wait for further instruction.****

**Part IV: Other Measures**

This toolkit is a guide to help you conduct the Screener process annually at your school. When you start this process with your team, ensure that you do not come to the meeting with solutions (please make sure you think about your heuristics) and consider who is in the room for the conversation so you can rely on another set of eyes and another set of heuristics.

If you and your authorizer want to do this work together, you can use the publicly available data as a starting point, but consider pulling in more timely student-level information from your Student Information System for each of the measures.

The measures included in this toolkit include:

* Enrollment (see above)
* Stability (see above)
* Attendance
* Discipline
* Growth
* Completion

Please consider other measures of access and equity in these conversations. In addition to these questions, consider using other resources linked in [the agenda](https://docs.google.com/document/u/0/d/1UQiCGEoxEeyldrZIDO9NMbsQJTylIr0MLY9s64BKoBE/edit) to start conversations at your school.

Feel free to adapt this tool for your specific school context.

Contents

[**Enrollment**](#_heocd5w0dxfc) **1**

[**Stability**](#_gfva02845qnb) **3**

[**Attendance**](#_hl3jlpao7l82) **6**

[**Discipline**](#_w3t4ho95vgjm) **8**

[**Growth**](#_vbc76o2hwwao) **9**

[**Completion (HS Only)**](#_nrr8d8qqkrri) **12**

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# Attendance

*Are various student groups attending school at a rate comparable to their peers?*

Instructions:Attendance information is available [here](http://www.cde.state.co.us/cdereval/truancystatistics). Navigate to the section titled “Colorado School-by-School Truancy Rates” then download a few of the most recent data files to see attendance trends for your school and comparison schools. Your school reports attendance data to the state through the School Discipline and Attendance data collection, discussed [here](http://www.cde.state.co.us/datapipeline/schooldisciplineattendance). To find student level data, you can rely on your school’s Student Information System to pull in attendance data by various demographic groups.

Below are some guidelines to frame your thinking around attendance and to start a conversation with your team using your school’s data.

**Attendance Self Reflection**

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| 1. **What are your initial reactions to your data?**
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| 1. **How does your school’s data compare to schools in your comparison district? How about your district overall? To the state overall?**
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|  |
| 1. **What are the components/processes currently in place for attendance?**
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|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
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|  |

**Attendance Team Reflection**

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| 1. **What was your team’s initial reactions to your school’s data? What student group do you have additional questions about?**
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| 1. **How do your overall attendance results compare? How have your attendance trends changed over time? Do you have some potential growth areas to consider?**
 |
|  |
| 1. **Does your school have expectations for student attendance?**
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|  |
| 1. **What structures are in place to ensure students meet school expectations for attendance? What were some of the considerations for creating this structure or process?**
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| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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# Discipline

*Are various student groups receiving disciplinary actions at a rate comparable to their peers?*

Instructions:Discipline information is available [here](http://www.cde.state.co.us/cdereval/suspend-expelcurrent). Navigate to the section titled “District Level Data” then download a few of the most recent data files to see discipline trends for your district and various demographic groups. Your school reports discipline data to the state through the School Discipline and Attendance (SDA) data collection, discussed [here](http://www.cde.state.co.us/datapipeline/schooldisciplineattendance). To find student level data, you can rely on your school’s “Discipline by Student Demographic” file through the SDA data collection or your Student Information System.

Below are some guidelines to frame your thinking around discipline and to start a conversation with your team using your school’s data.

**Discipline Self Reflection**

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| 1. **What are your initial reactions to your data?**
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| 1. **How does your school’s data compare to your district? To the state overall?**
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|  |
| 1. **What are the components/processes currently in place for discipline?**
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|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
 |
|  |

**Discipline Team Reflection**

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| --- |
| 1. **What was your team’s initial reactions to your school’s data? What student group do you have additional questions about?**
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|  |
| 1. **How do your overall discipline results compare? How have your discipline trends changed over time? Do you have some potential growth areas to consider?**
 |
|  |
| 1. **How do you look at discipline data in your school? What were some of the considerations for creating this structure or process?**
 |
|  |
| 1. **Are there policies or practices that might contribute to disproportionate discipline rates?**
 |
|  |
| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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# Growth

*Do various student groups see typical growth over the course of the school year?*

Instructions:Student growth information is available [here](http://www.cde.state.co.us/schoolview/coloradogrowthmodel). Navigate to your district and then your school and then download a few of the most recent data files to see discipline trends for your school and various demographic groups. The state reports growth data for CMAS and PSAT/SAT using the Colorado Growth Model, discussed [here](https://www.cde.state.co.us/accountability/coloradogrowth). To find student level data, you can rely on your school’s assessment submission, reported to your authorizer from the state in an Excel file titled something similar to “PFWK\_GRO\_STUDENT\_DETAIL”. In addition to state assessments, consider using these questions to frame conversations around your school’s interim or formative assessments.

Below are some guidelines to frame your thinking around student growth and to start a conversation with your team using your school’s data.

**Growth Self Reflection**

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| --- |
| 1. **What are your initial reactions to your data?**
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|  |
| 1. **How does your school’s data compare to local schools? To your district? To the state overall?**
 |
|  |
| 1. **What are the components/processes currently in place for student growth (consider your school’s UIP as a good starting point here)?**
 |
|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
 |
|  |

**Growth Team Reflection**

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| --- |
| 1. **What was your team’s initial reactions to your school’s data? Do various student groups see typical growth over the school year (typical growth is a score between the 35th and 65th percentile)?**
 |
|  |
| 1. **How do your overall student growth results compare? How have your student growth trends changed over time? Do you have some potential growth areas to consider?**
 |
|  |
| 1. **What structures are in place to ensure all students make typical growth each school year?**
 |
|  |
| 1. **What monitoring system is set up to ensure students with low growth are identified and supported?**
 |
|  |
| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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# Completion (HS Only)

*Do various student groups complete secondary schooling at a rate comparable to their peers?*

Instructions:Student completion rates are available [here](http://www.cde.state.co.us/cdereval/gradratecurrent). Navigate to “2020 School Level Data” and then download a few of the most recent data files to see discipline trends for your school and various demographic groups. To find student level data, you can rely on your school’s [End of Year submission](https://www.cde.state.co.us/datapipeline/snap_eoy) or your Student Information System to identify those students who graduated, completed a non-diploma certificate or completed a high school equivalent diploma.

Student completion rate calculation:

**Class of 2020 Completion Rate Calculation**

**Four-Year Completion Rate =**

Number of students receiving a regular diploma plus those completing with a non-diploma certificate or High School Equivalency Diploma (HSED) in four years or less who entered ninth grade during the 2019-20 school year

**DIVIDED BY**

(Number of students entering from ninth grade **plus** number of transfers in **minus** number of verified transfers out)

Below are some guidelines to frame your thinking around completion rates and to start a conversation with your team using your school’s data.

**Completion Self Reflection**

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| 1. **What are your initial reactions to your data?**
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| 1. **How does your school’s data compare to local schools? To your district? To the state overall?**
 |
|  |
| 1. **What are the components/processes currently in place for student completion (consider your school’s UIP as a good starting point here)?**
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|  |
| 1. **When creating the structure/process that is currently in place, what did you take into consideration when building it?**
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|  |

**Completion Team Reflection**

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| --- |
| 1. **What was your team’s initial reactions to your school’s data? What student group do you have additional questions about?**
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|  |
| 1. **How do your overall completion results compare? How have your completion trends changed over time? Do you have some potential growth areas to consider?**
 |
|  |
| 1. **What structures are in place to ensure all students graduate or complete within your school’s expected time frame? How do you track completion or graduation for students that enter your school?**
 |
|  |
| 1. **Does your school have a system to support students at risk of not graduating or completing? What processes do you use to track what happens to students who do leave your school?**
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|  |
| 1. **What processes do you use to ensure all students are transitioning successfully and participating in post-secondary opportunities?**
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|  |
| 1. **What questions do you have about the current structure and process? Is there anything specific that you’d like to address?**
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