Going Beyond TCAP Data for Planning: Materials

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Going beyond TCAP Data for Planning: Session Overview

Session Description:

Provided in partnership with the Center for Transforming Learning and Teaching (CTLT), this session will focus on how to use data sources other than TCAP as part of the unified improvement planning process. Participants will get a head start on using the K-3 literacy assessment data (currently used to identify students with significant reading deficiencies) for planning (required for the 2014-15 school year). Participants will also get support for incorporating additional data related to post-secondary and workforce readiness into data analysis, and using TELL survey results as part of root cause analysis. The session also will help participants consider how make sense of their use of a variety of assessment resources for a variety of reform initiatives.

Topic	Outcomes (Participants will. . .)	Materials
Assessment, data and education reform (Colorado style)	• Identify how assessment results and other data are part of Colorado's major reform initiatives. • Describe for what UIP processes different types of data should be used. • Describe a general approach for organizing various types of data for planning. • Clarify what information should be provided to users about different data sources to support their use in improvement planning.	• Assessment at the Core of Reform • Data Terminology (UIP Handbook) • Multiple Measures • Data Intersection Questions • Types of data used in accountability and planning • Organizing Data for Planning • Required and Suggested Data tables (UIP Handbook) • Assessment Instrument Description Elements • Performance Data Source Inventory • Process & Perception Data Source Inventory
Using English Language Proficiency Assessment Results in UIPs	• Describe how ELL Data is represented in the SPF/DPF for 2013 and how it will be for 2014. • Describe ACCESS metrics and comparison points available this year and in subsequent years • Identify currently available reports/views of ACCESS data. • Organize ACCESS data for UIP data analysis.	• ACCESS Instrument Inventory • Organizing ACCESS Results for Planning • CELApro to ACCESS for ELLs • ACCESS Reports • ACCESS School & District Frequency Reports
Using Interim Assessment	• Define interim assessments. • Describe how interim assessments are used as part of UIP	• Benchmark Assessment (Herman excerpt) • Interim Assessment in Accountability (UIP

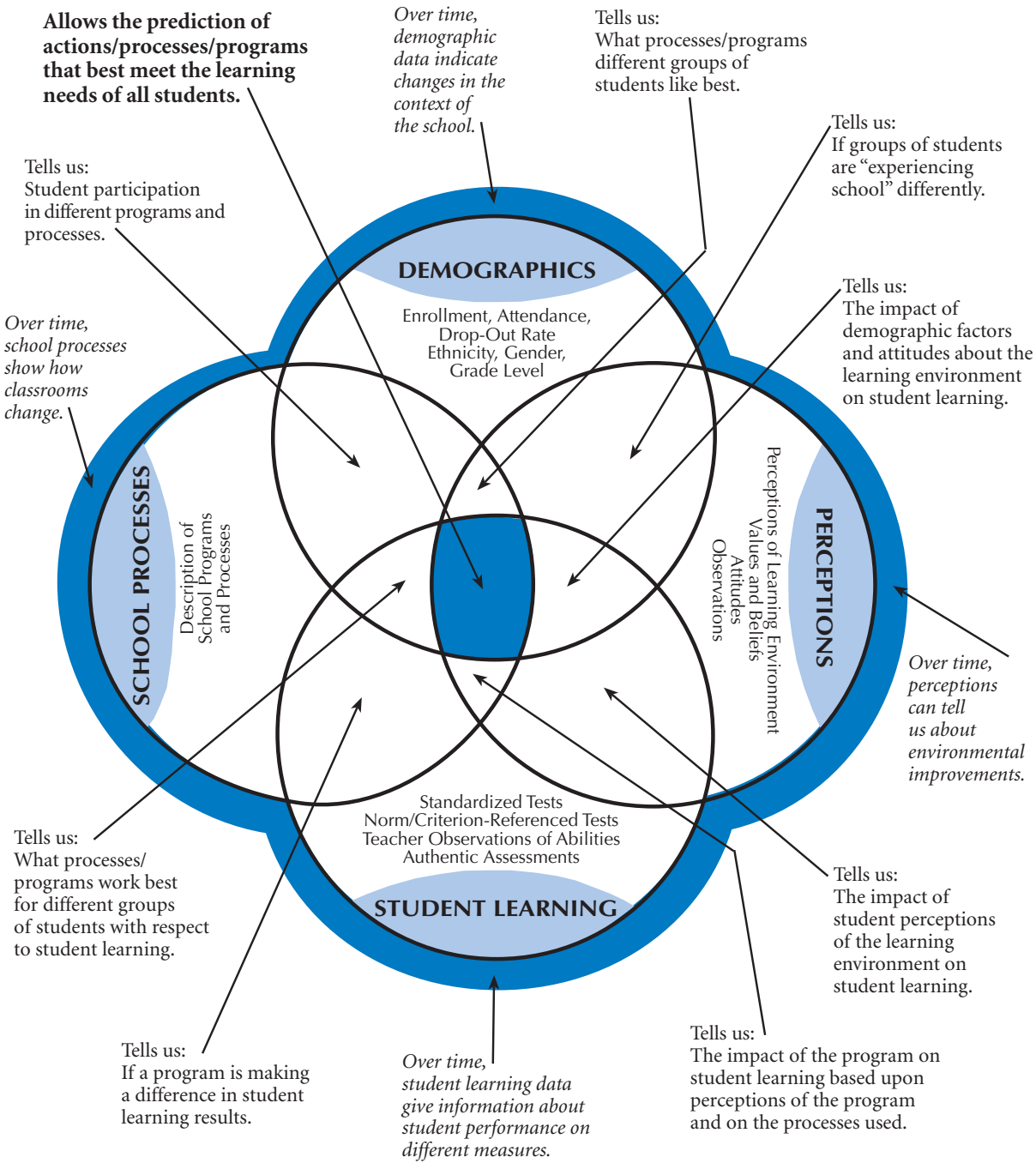
Topic	Outcomes (Participants will. . .)	Materials
Results	and accountability in Colorado. • Identify the information about interim assessment results that school and district staff need to make use of the data (metrics, comparison points, questions for analysis) • Develop a path through the interim assessments in use in the district.	Handbook Excerpt) • Assessment Instrument Descriptions for: Acuity, Galileo, NWEA MAPS, Scantron, Star (math enterprise and reading enterprise) • Example Interim Assessment Reports • Notecatcher: Organizing interim assessment results for planning
Using Post-Secondary & Workforce Readiness (PWR) Data for Planning	• Clarify how to incorporate different types of PWR data into unified improvement planning. • Explore data tools developed by the state for PWR data analysis (DODAD) • Describe a path through drop out data (using DODAD) • Explore data tools developed by the state for root cause analysis for PWR performance (Inventory of other PWR data, Drop-Out Prevention Framework) • Review advice on setting performance targets for PWR indicators	• DropOut Data Analysis Display (DODAD) Notes and Methodology • DODAD Description • A Quick Path through the Dropout Data • DODAD (electronic access only) • Other PWR Data Sources • Other PWR Data Sources Checklist • Framework for Dropout Prevention • Dropout Prevention Framework Data Sources • Mapping resources to dropout problem types • PWR Target Setting Advice
Incorporating Early Literacy Assessment Results into UIPs	• Describe how early literacy interim assessment results will be incorporated into SPFs • Describe statutory requirements regarding using early literacy results in UIPs • Identify opportunities to use early literacy assessment results for developing UIPs and monitoring progress. • Describe early literacy assessment data that is currently available • Develop a strategy for analyzing early literacy data (beyond how it is used for in the READ Act to identify students with significant reading difficulties)	• Assessment Instrument Descriptions for DIBELS, DRA2, and PALs • Organizing early literacy data for planning • Assessment instrument inventory for TS Gold

Topic	Outcomes (Participants will. . .)	Materials
Equitable Distribution of Teachers	• Describe state and federal requirements regarding using data about the equitable distribution of teachers (EDT) in UIPs. • Access EDT data. • Identify the metrics and comparison points available for analysis of EDT data. • Develop a path through the EDT data for the district.	• Equitable Distribution of Teachers Data Job Aide
Using TELL survey results in planning	• Identify the specific audiences who would be able to use TELL results • Clarify how districts (and some school) should use TELL resources as part of UIP. • Identify the metrics, comparison points and questions for analysis of TELL survey results. • Color code TELL survey results. • Develop a path through the TELL survey data.	• Organizing TELL Survey Results for Planning • TELL Survey Basics • Using Your TELL Colorado Survey Results: Data Use Guide • Using your Data Dashboard • TELL Heat Map Job Aide • Community Support Construct Indicator Questions

Assessment at the Core of Education Reform

Assessment Use	Assessment Resource/Instrument
Inform instruction (CAP4K)	
Determine students' readiness for school and if they need a school readiness plan (CAP4K)	
Evaluate school and district performance (SB163)	CSAP/TCAP, Colorado Growth Model, ACCESS/CELApro
Identify performance trends and priority performance challenges (SB163)	CSAP/TCAP, Colorado Growth Model, ACCESS/CELApro
Measure the progress of school and district improvement efforts (SB163)	
Measure principal effectiveness (SB191)	CSAP/TCAP, Colorado Growth Model
Measure teacher contribution to student learning growth (SB191)	CSAP/TCAP, Colorado Growth Model
Identify students with significant reading deficiencies (READ Act)	
Set performance targets related to reducing the number of K-3 students with significant reading deficiencies (READ Act)	

Multiple Measures of Data



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Note. From *Using Data to Improve Student Learning in Elementary Schools,* by Victoria L. Bernhardt, 2003, Larchmont, NY: Eye on Education. Copyright © 2003 Eye on Education, Inc. Reprinted with permission.

Data Intersection Questions

What type of data would you need to use to be able to answer these questions?

Demographics – Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender, Grade Level

Perceptions – Perceptions of Learning Environment, Values and Beliefs, Attitudes, Observations

Student Learning – Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations of Abilities, Authentic Assessments

School Processes – Discipline Plan, District Curriculum, Student Services, G/T Plan, Observation and Monitoring of Classroom Practices

Guiding Questions	Data Section Type/Intersection of Types
Do students who participate in extra math help perform better than those who don't get the extra help?	
Do newly adopted instructional strategies to support English Learners correlate with improved instruction? Do they correlate with better outcomes for English learners?	

Types of data used in Accountability and Planning

Accountability/Planning Process	Type(s) of data (intersections)	Future
Evaluate current school/district performance to determine accountability status (plan type assignment)		
Request to reconsider plan type assignment (school) or accreditation rating (district)		
Review current school/ district performance for planning		
Reflect on prior year's targets		
Analyze data to identify trends and prioritize performance challenges		
Identify root causes		
Set Performance Targets		
Identify interim measures and monitor changes in student performance during the school year		
Identify implementation benchmarks and monitor implementation of action steps during the school year		

Gathering and Organizing Data for Planning

Steps	Description
1. Clarify purpose(s) for which data was collected and the degree to which it aligns with the intended use.	• Why was the data collected? Is any guidance available on appropriate uses? Have any uses of the data been identified as inappropriate? • For what do you propose to use the data? Is it aligned with the purpose? Is it an appropriate use?
2. Gather data.	Where can data be retrieved? What data reports/views are available?
3. Consider the quality of the data source.	*For all data sources:* • Technical quality of the measures used • Accuracy of data collection methods/ issues with administration *For student assessment results:* • Alignment with learning objectives and other assessment instruments (Validity) • Reliability or consistency
4. Specify what data is available.	*For all data sources:* • About whom (which students/teachers) or from whom (whose perceptions) data was collected (population). • Metrics (individual and aggregate) • Comparison points • Reports/Views which will be used *For student assessment results:* • When administered? How frequently? • About what can inferences be made based on the results (e.g. content area(s) and learning objectives)?
5. Develop an analysis plan (path through the data).	• Which reports/views will be considered? In what order? • What metrics and comparison points are available on the report(s)? • What questions will help to focus review or each report/view? About what will observations be made based on the review of the data?

Required Data. At a minimum, schools and districts must reference key state data sources described in the following table:

Performance Indicator	Data Reports/Views	Available from
Student Academic Achievement and Achievement Gaps	Colorado Student Assessment Program (TCAP), CoAlt, Escritura, Lectura performance by proficiency level, grade level, content area, and disaggregated groups (over 3-5 years)	School and District Performance Framework Reports (these are not trend data) www.schoolview.org Data Center and Data Lab Student-level record data downloadable through CEDAR (password protected)
Student Academic Growth and Academic Growth Gaps	Median growth percentiles by content area (reading, writing, math and English language proficiency), grade levels, and disaggregated groups (over 3-5 years)	CDE Growth Summary Report www.schoolview.org Data Center and Data Lab Student-level record data for TCAP & ACCESS downloadable through CEDAR (password protected)
Postsecondary and workforce readiness	4,5,6,7-year Graduation Rates Disaggregated Graduation Rates Drop-out rates Colorado ACT Composite Scores	www.schoolview.org Data Center Student-level record data downloadable through CEDAR (password protected)
English Language Development and Attainment (Title III Grantees only)	Note that revised definitions for AMAO 1 and 2 are pending approval from the USDE Median Growth Percentiles for ELLs	CEDAR report

Performance Indicator	Data Reports/Views	Available from
	calculated based on CELApro and ACCESS for ELLs ELL Graduation Rate ELL Participation Rate	
Teacher Quality (district only)	Equitable distribution of teachers	www.schoolview.org Data Center (Teacher Equity Reports on the staff tab)
Student Engagement (Approved Alternative Education Campuses)	Indicators of student engagement	For selection of accountability measures see: http://www.cde.state.co.us/Accountability/StateAccountabilityAECs.asp

Note: Districts may also make these data sources available through district data access tools.

Suggested Data. It is likely that more detailed *local data* is available at the district and school levels. As a part of the planning process, it is expected that planning teams will gather additional local data to help provide context, deepen the analysis, and to explain the performance data. The following table describes suggested data sources that may be available at the district or school level. Planning teams should use local student learning data in addition to state data in trend analysis and target-setting. Local demographic data, school process data and perception data should be used during root cause analysis and as part of identifying implementation benchmarks.

Student Learning	Demographic Data	Process Data	Perception Data
• Local summative and interim assessment results • Student work samples • Classroom assessment results • READ Act	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and	• Comprehensive evaluations of the school/district (e.g., SST, CADI) • Curriculum documents • Instructional materials • Observations of Instructional Practice • Academic interventions available to students • Student attendance • Discipline referrals and suspension rates	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Perception survey data (e.g., parents, students, teachers, community, school

Student Learning	Demographic Data	Process Data	Perception Data
assessment results	feeder patterns	• Schedules and class sizes • Family/community involvement policies/practices • Professional development (structure, participation, focus) • Services and/or programs (e.g., Title I, special ed, ESL) • Extended day or summer programs • RTI Fidelity of Implementation (based on RTI Rubrics)	leaders) • Self-assessment tools

As part of the data-gathering process, district and school teams should clarify the questions that each data source will help to answer, and when during the year each data source will be available.

SECTION I: SUMMARY INFORMATION ABOUT THE SCHOOL OR DISTRICT

Section I of the UIP Template provides a brief summary of school or district performance based on both state and federal performance indicators. It is intended to highlight ***why*** the school or district received its accountability designations, and to summarize where the school or district meets or does not meet state and federal expectations. This section is pre-populated by the Colorado Department of Education (CDE). The tables reference data from the School or District Performance Framework Reports (SPF or DPF), may include ESEA accountability information, and relevant program data.

Performance indicators define the general dimensions of quality that help to focus school and district improvement planning on an annual basis. Both state and federal statutes define performance indicators that should be included in school and district improvement plans. For each performance indicator, Section I of the UIP template lays out measures/metrics (how the indicator will be measured), state and federal expectations (a minimum that indicates adequate performance), the school or district's performance on the indicator and whether the school or district met the expectation. Together, performance indicators, measures, metrics, and expectations provide a sharp focus for school and district improvement planning.

a. **Performance Indicators.** The *Education Accountability Act of 2009* (SB 09-163) identified four performance indicator areas for state accountability: Academic Achievement, Academic Growth, Academic Growth Gaps, and Postsecondary/Workforce Readiness. For Alternative Education Campuses (AEC), the performance indicator areas for state accountability also include Academic Achievement, Academic Growth, and Postsecondary/Workforce Readiness, but Student Engagement replaces Academic Growth Gaps.

Assessment Instrument Description Elements

Element	Description
Instrument Name	Name of specific instrument (more than vendor name).
Vendor	Name of the company or organization that produces the instrument.
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Information about inappropriate uses.
Types of Instruments (early literacy assessments only)	Diagnostic, Interim, or Summative
Population	Who (which students) could be assessed using the instrument.
Administration	How frequently the instrument can be administered in a school year, and recommended or required administration windows.
Content Area (s)	Content area or areas being assessed.
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements. This describes what learning it will be appropriate to make inferences about based on the assessment results.
Individual Metrics	The scores provided at the individual (student) level.
Individual Comparison Points (cut scores) provided by vendor	Information provided regarding how good is good enough performance on the instrument at the individual level. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.
Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.
Individual and Aggregate Comparison Points provided by CDE	Information provided by CDE regarding how good is good enough performance.
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).
Alignment	Information provided by the vendor about alignment of this instrument to standards, other instruments, etc.
Technical Quality	Information provided about the technical quality of the instrument.

Performance Data Sources Inventory

ASSESSMENT INSTRUMENT	PURPOSE	ADMINISTERED AVAILABLE	WHICH STUDENTS	CONTENT FOCUS	METRICS	COMPARISON POINTS	REPORTS	QUESTIONS

LEGEND

ASSESSMENT	Name of instrument used to collect performance data
PURPOSE	Why was the assessment administered? What are appropriate uses?
WHEN AVAILABLE	How frequently is the assessment administered and when (what date) will the results be available?
WHICH STUDENTS	Description of the students for which the performance data is being collected, including grade levels and if not all students the student groups (e.g. all, students in IEP, ELL, etc.)
GRADE LEVEL(S)	Which grade levels the performance is collected in
CONTENT FOCUS	The learning objectives or strands on which the assessment is focused within the content area (e.g. number sense)
METRICS	The statistics that will be reported (e.g. scale score, % correct, growth score, etc.). This should include individual and aggregate
COMPARISON POINTS	What information is provided about how good is good enough performance on the assessment.
REPORTS/ VIEWS	What reports (or digital views) of the results are provided? Available?
QUESTIONS	What questions this data will help team members to answer (e.g. How fluently do students read level 3 texts?)

Assessment Instrument Table: ACCESS for ELLs®

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	ACCESS for ELLs®
	Name of the company or organization that produces the instrument.	CAL CENTER FOR APPLIED LINGUISTICS
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). ACCESS identifies the English language proficiency levels of students with respect to the WIDA ELP Standards' levels 1-6. It provides results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations. ACCESS provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs and provides information that can be used to enhance instruction and learning for ELLs.
Population	Who (which students) could be assessed using the instrument.	Administered annually in WIDA Consortium member states to monitor students' progress in acquiring academic English K-12 who have been identified as English language learners (ELLs).
When? How frequently?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	Test forms are divided into five grade-level clusters: • Kindergarten • Grades 1-2 • Grades 3-5 • Grades 6-8 • Grades 9-12

Element	Description	Assessment Instrument Information
Content Area (s)	Content area or areas being assessed.	ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: • Social & Instructional Language • Language of Language Arts • Language of Mathematics • Language of Science • Language of Social Studies
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	Social & Instructional Language Language of Language Arts Language of Mathematics Language of Science Language of Social Studies
Individual Metrics	The scores provided at the individual (student) level.	Individual student achievement results on the *ACCESS for ELLs* are reported in two ways: scale scores, and English language proficiency (ELP) levels. Scale scores and proficiency levels are reported for four language domains (Listening, Speaking, Reading, and Writing) and combinations of language domains, including the following: • Listening • Speaking • Reading • Writing • Oral Language (Listening 50%, Speaking 50%) • Literacy (Reading 50%, Writing 50%) • Comprehension (Listening 30%, Reading 70%) • Overall (Listening 15%, Speaking 15%, Reading 35%, Writing 35%)

Element	Description	Assessment Instrument Information
		Scale Scores (100-600) - **Scale scores can be used to monitor a student's growth** over time within (not across) a language domain (Listening, Speaking, Reading or Writing). Scale scores allow raw scores across grades and tiers to be compared on a single vertical scale from Kindergarten to Grade 12. With the vertical scale, scale scores across grades can be compared to one another within (not across) a language domain (Listening, Speaking, Reading, or Writing). There is a separate scale for each domain; therefore, a scale score of 300 in Listening is ***not*** the same as 300 in Speaking. The range of possible scale scores 100-600. However, depending on the tier and grade level, each form has a different range of possible scale scores that fall within this 100-600 range. For example, the Kindergarten ACCESS for ELLs test form only has a possible scale score range of 100-400. **Overall Scale Score:** The Overall Scale Score reflects a weighted score based on the scales scores for Listening (15%), Speaking (15%), Reading (35%), and Writing (35%). The weighting of the scores reflects the differential contributions of each language domain required for academic success, with heavier emphasis placed on literacy development. **Proficiency Level Scores** - The proficiency level scores are *interpretive scores*. That is, they are an interpretation of the scale scores. They describe student performance in terms of the six WIDA language proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4- Expanding, 5-Bridging, and 6-Reaching). Proficiency level scores are presented as whole numbers followed by a decimal. The whole number indicates the student's language proficiency ***level*** as based on the WIDA ELD Standards. The decimal indicates the ***proportion*** within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. Proficiency level scores do ***not*** represent interval data meaning that the values between intervals are not equally divided. That is, the interval between corresponding scale scores for 2.2 to 3.2, for example, is not necessarily the same as between a 3.2 and a 4.2. **The interpretation of scale scores to proficiency level (PL) scores is grade specific** not grade-level cluster specific. For example, a Reading scale score of 303 for a fifth grade student will be interpreted as PL 2.0. The same scale score for a fourth grader will result in PL 2.4, and for a third grade student that scale score will result in PL 3.1. There is a separate scale for each domain; therefore, the same scale score in Listening and Reading will ***not*** become the same PL score. For example, for a sixth grade student in grade-level cluster 6-8, a scale score of 380 for Listening becomes a PL score of 5.0, while a scale score of 380 for Reading becomes a PL score of 5.9.

Element	Description	Assessment Instrument Information
		Proficiency level scores for each of the four composite scores are derived from a combination of the scale scores, not the proficiency level scores (see section below for more information on composite scores). To figure the PL for a composite score, the scale scores of the relevant domains are multiplied by their percent of weighting, and then the scores are added together. To determine the PL for Comprehension (70% Reading plus 30% Listening), you would use the following equation to find the Comprehension scale score. It is from this score that the Comprehension PL is determined. (Reading scale score x .7) + (Listening scale score x .3) = Comprehension scale score **Composite Scores -** Students receive four different composite scores derived from a combination of weighted scale scores from the language domains. ***Composite scores are compensatory***. Compensatory means that a high score in one language domain could inflate the composite score, compensating for a low score in another language domain; conversely, a low score in a language domain could bring down the composite. The language proficiency level designations of the composite scores correspond to the scale scores for Oral Language, Literacy, Comprehension, and Overall Score and are not derived from a combination or average of proficiency level designations of the individual domains. • **Oral Language**: The Oral Language composite score combines equally weighted scale scores from Listening (50%) and Speaking (50%). • **Literacy**: The Literacy composite score combines equally weighted scale scores from Reading (50%) and Writing (50%). • **Comprehension:** The Comprehension composite score combines the scale scores for Listening (30%) and Reading (70%).
Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with	Student proficiency scores provide information about student English language proficiency described by the following: **Level 6 - Reaching** • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers **Level 5 - Bridging** • specialized or technical language of the content areas

Element	Description	Assessment Instrument Information
	specific cut scores.	• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English- proficient peers when presented with grade-level material **Level 4 - Expanding** • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support **Level 3 - Developing** • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support **Level 2 - Emerging** • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support **Level 1 - Entering** • pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

Element	Description	Assessment Instrument Information
Aggregate Metrics	Scores provided at the group level, and the "groups" for which scores reported. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	Student proficiency level scores are aggregated to the grade cluster (K, 1-2, 3-5, 6-8, 9-12) for districts over-all and for schools. Aggregate metrics include: • Total number of students tested • The number of students at each proficiency level (1 – 6) • The percent of students (of those tested in the grade cluster) at each proficiency level (1-6) For the 2012-13 school year, student growth from CELApro to ACCESS (described above) was aggregated at the school and district levels. For districts and for schools with grade levels across more than one school level (elementary, middle, high, or alternative) student data was aggregated to the school level. Metrics included: • Valid N (number of students included in the calculation) • Median Growth Percentile (Additional aggregate metrics will be provided for the 2013-14 school-year)
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	See above descriptions of proficiency level scores For the 2012-13 school year, the following state comparison points were provided for median growth percentiles in reference to SPF/DPF ratings for these metrics: • MGP > = 65 earns an exceeds • MGP > = 50 earns a meets • MGP > = 35 earns an approaching • MGP < 35 earns a does not meet For the 2013-14 school year and beyond, median adequate growth percentiles will be provided and used to determine cut scores for state SPF/DPF ratings.
Alignment	Information provided by the vendor about alignment of this instrument to other instruments, standards, etc.	This assessment aligns to the CELP standards.

Element	Description	Assessment Instrument Information
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	CDE provides School and District ACCESS Growth Results that can be accessed here: http://www.cde.state.co.us/accountability/growthmodelsummarydata CDE Provides ACCESS School and District Summary Reports that can be accessed here: http://www.cde.state.co.us/assessment/ela-dataandresults Districts can access student level records through CEDAR. Reference the 2013 ACCESS for ELLS Layout for a complete list of fields included in the student level records: http://www.cde.state.co.us/assessment/ela-dataandresults
Technical Quality		See http://www.wida.us/assessment/ACCESS/ for information about the technical quality of the ACCESS assessment.

Student Growth Percentiles: The state of Colorado calculates student growth percentiles for English Language Proficiency. For the 2012-13 school year student growth percentiles were based on students CELApro over-all scores for 2011-12 and students ACCESS overall scale scores for 2012-13. For the 2013-14 school year, student growth percentiles will be calculated based on ACCESS overall scale scores for each year.

Listening: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	100	229	251	278	286	308
1	104	238	267	295	305	330
2	108	247	281	311	324	350
3	112	255	295	325	340	367
4	116	264	307	338	355	383
5	120	274	318	350	368	397
6	124	283	328	359	380	409
7	128	293	337	368	390	418
8	132	302	345	375	399	426
9	136	312	352	381	406	432
10	140	322	358	386	412	436
11	144	332	363	389	416	438
12	148	343	366	391	418	439

Reading: Individual Proficiency Level Cut-scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	100	238	251	261	274	295
1	141	253	269	283	294	314
2	150	267	286	303	312	331
3	158	279	302	320	328	347
4	166	291	316	336	343	360
5	175	302	328	350	355	372
6	183	312	340	360	366	382
7	191	321	349	369	375	391
8	200	329	358	376	382	398
9	208	336	364	381	387	402
10	216	341	370	383	390	406
11	224	346	374	384	392	407
12	233	350	376	385	393	408

Speaking: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	172	269	314	343	366	383
1	173	278	318	344	367	385
2	174	286	322	345	368	386
3	175	293	326	346	369	389
4	176	299	329	348	371	391
5	177	305	333	350	374	394
6	178	310	337	353	377	397
7	179	314	340	358	380	400
8	180	317	344	361	384	404
9	181	319	347	366	388	407
10	182	321	351	371	393	412
11	183	322	354	377	399	416
12	184	323	357	384	405	421

Writing: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	197	225	259	295	323	350
1	203	238	272	308	336	362
2	209	251	285	320	348	373
3	215	264	297	330	360	384
4	221	275	308	340	371	394
5	227	287	319	350	381	403
6	233	298	329	361	391	412
7	239	308	339	371	399	420
8	245	318	348	381	408	428
9	251	327	356	389	415	435
10	257	336	363	397	422	441
11	263	344	370	404	428	447
12	269	352	377	410	434	452

Oral: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	136	249	283	311	326	346
1	139	258	293	320	336	358
2	141	267	302	328	346	368
3	144	274	311	336	355	378
4	146	282	318	343	363	387
5	149	290	326	350	371	396
6	151	297	333	356	379	403
7	154	304	339	363	385	409
8	156	310	345	368	392	415
9	159	316	350	374	397	420
10	161	322	355	379	403	424
11	164	327	359	383	408	427
12	166	333	362	388	412	430

Literature: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	154	232	255	278	299	323
1	177	246	271	296	315	338
2	185	259	286	312	330	352
3	192	272	300	325	344	366
4	199	283	312	338	357	377
5	206	295	324	350	368	388
6	213	305	335	361	379	397
7	220	315	344	370	387	406
8	228	324	353	379	395	413
9	235	332	360	385	401	419
10	242	339	367	390	406	424
11	249	345	372	394	410	427
12	256	351	377	398	414	430

Over: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	145	237	263	288	307	329
1	162	249	277	303	321	344
2	168	261	290	316	335	357
3	174	272	303	328	347	369
4	179	283	314	340	359	380
5	185	293	324	350	369	390
6	191	302	334	359	379	399
7	197	311	342	368	386	407
8	203	319	350	375	394	414
9	208	327	357	382	400	419
10	214	333	363	387	405	424
11	220	340	368	391	409	427
12	226	346	372	395	413	430

Comprehension: Individual Proficiency Level Cut Scores

Grade Level	Proficiency Levels (cut scores)					
	1.0	**2.0**	**3.0**	**4.0**	**5.0**	**6.0**
0	100	235	251	266	278	299
1	130	249	268	287	297	319
2	137	261	285	305	316	337
3	144	272	300	322	332	353
4	151	283	313	337	347	367
5	159	294	325	350	359	380
6	165	303	336	360	370	390
7	172	313	345	369	380	399
8	180	321	354	376	387	406
9	186	329	360	381	393	411
10	193	335	366	384	397	415
11	200	342	371	386	399	416
12	208	348	373	387	401	417

Colorado Growth Model Results: CELApro to ACCESS for ELLs

Background

Colorado transitioned to a new English language proficiency (ELP) assessment, the ACCESS for ELLs assessment, developed by the World-Class Instructional Design and Assessment (WIDA) consortium. The previous ELP assessment (adapted from LAS-Links) was the Colorado English Language Acquisition Proficiency assessment (CELApro) and was administered from 2007-2012. The state adopted the WIDA English language proficiency standards in 2009 and starting in the 2012-2013 school year, joined the WIDA consortium in administering WIDA's ACCESS for ELLs.

Decision Point

The transition between assessments raised questions about whether or not to use English language proficiency student growth percentiles and median growth percentiles for improvement planning and accountability measures (School and District Performance Frameworks and Title III Annual Measurable Achievement Objectives (AMAO 1)). While the underlying English language proficiency constructs in the two assessments (CELApro and ACCESS for ELLs) overlap, the ACCESS for ELLs assessment includes additional constructs. Since differences exist, it was important to determine if growth from one assessment to another produced meaningful results. During April and May, CDE investigated whether or not the Median Growth Percentiles (MGPs) calculated from the assessment transition, could be used for accountability purposes.[1]

Decision

After a thorough data analysis, discussions with the Technical Advisory Panel for Longitudinal Growth, district representatives, and assessment and English language acquisition experts at the department, CDE has determined that we can use the Median Growth Percentiles (MGPs) for improvement planning and in the School and District Performance Frameworks for 2012-13 accountability decisions. A revised rubric, set without determining if Adequate Growth was met, will be used. Specifically, the cut-points for English language proficiency growth will be:

MGP > = 65 earns an *exceeds*
MGP > = 50 earns a *meets*
MGP > = 35 earns an *approaching*
MGP < 35 earns a *does not meet*

Through the request to reconsider process, districts will be allowed to request removing the 2 point sub-indicator for English language proficiency growth in the school and/or district performance frameworks, if complications occurred due to the administration of the new ACCESS assessment in 2013.

[1] As the state needs two years of data on the same assessment to calculate Adequate Growth Percentiles (AGPs), for 2012-13 AGPs on English language proficiency growth cannot be calculated.

In 2013-14, analysis to determine appropriate adequate growth targets will occur, using both Colorado's data and the whole WIDA consortium data, as possible. Adequate Growth Percentiles will again be part of the frameworks in 2013-14.

For AMAO 1 (measuring progress in attaining English for Title III), CDE is proposing to use just the MGPs to the U.S. Department of Education for 2012-13, as aligned with the state accountability system. When a final decision is received from the U.S. Department of Education, the results will be shared publicly.

Decision Making Process

Event	CDE Activity	Results
End of April	ACCESS Data Received by CDE	CDE staff ran the growth model on CELApro to ACCESS assessment.
End of April-end of May	CDE analyzed the results of the English language proficiency growth calculations	CDE summarized data to share with the TAP and other stakeholders.
May 23rd	TAP Meeting	TAP recommended using MGPs, as long as request to reconsiders would allow removal of the sub-indicator (2 points).
End of May	Formally shared results with CDE staff and asked for recommendation for use for SPF/DPF and AMAOs	The group supported using MGPs for English language proficiency growth.
June	Decision made around using ELP Growth for 2012-13	Shared with field
June	Work with the U.S. Department of Education for approval for AMAO 1 and 2.	Call with USDE Staff on June 5th
July	English language proficiency student level growth reports in CEDAR	Districts will be able to access ELP growth data.
August	Release SPF/DPF with modified ELP Growth Metric	Districts will be able to access SPF/DPFs in CEDAR.
September	Release of AMAOs with modified ELP Growth Metric	AMAOs will be released to districts.

Part 2: *ACCESS for ELLs* Score Reports: Explanations and Uses of Data

This section details the information contained in each of the five *ACCESS for ELLs* score reports and explains potential use of the data in various contexts. Table 4 summarizes the target audience or stakeholders for each score report and the types of information available from the test. Along with the score reports, teachers and administrators are encouraged to share the information on the performance of ELLs by referring to the *WIDA ELD Standards* (2004, 2007, 2012) and CAN DO Descriptors.

Table 4: A List of *ACCESS for ELLs* Score Reports, Audiences, Types of Information, and Potential Uses

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Parent/ Guardian	• Students • Parents/Guardians • Teachers • School Teams	Proficiency levels for each language domain and four composite scores. This report is available in multiple languages on the WIDA website (www.wida.us)	Share with parents at parent/teacher conferences
Teacher	• Teachers • Administrators • School Teams	Individual student's scale scores and language proficiency levels for each language domain, and four composites: Oral Language, Literacy, Comprehension, and Overall Score; Raw scores for Comprehension items and Speaking and Writing Tasks by ELD standard; Confidence bands	Share with all teachers who work with ELLs in order to inform classroom instruction and assessment
Student Roster	• Teachers • Program Coordinators/ Directors • Administrators	Scale scores and language proficiency levels for each language domain, and four composites (Oral Language, Literacy, Comprehension, and the Overall Score) by school, grade, student, tier, and grade-level cluster	Share with grade level teams of teachers to inform classroom instruction and assessment
School Frequency	• Program Coordinators/ Directors • Administrators	Number of students and percent of total tested at each proficiency level for each language domain, Oral Language, Literacy, Comprehension, and Overall Score for grade within a school	Share with all building staff, use to inform building level programmatic decisions
District Frequency	• Program Coordinators/ Directors • Administrators • Boards of Education	Number of students and percent of total tested at each proficiency level for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grades within a district	Share with district staff, use to inform district level programmatic decisions

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ACCESS for ELLs® English Language Proficiency Test

School Frequency Report – 2013

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Figure 13: Blank Student Frequency Report

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ACCESS for ELLs® English Language Proficiency Test

District:
School:
Grade:
Cluster:

SCHOOL FREQUENCY REPORT – 2013

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support																
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support																
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support																
4 – Expanding Knows and uses social English and some technical academic language																
5 – Bridging Knows and uses social English and academic language working with grade level material																
6 – Reaching Knows and uses social and academic language at the highest level measured by this test																
Highest Score																
Lowest Score																
Total Tested:																

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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School Frequency Report—Description

Proficiency Level

The six levels of English language proficiency with their brief definitions form the vertical axis of this table. They are presented from top to bottom, starting at the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students at Level (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. The first column relates the number of students who scored at each language proficiency level in the stated grade in the specified school.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains reports the total number of ELLs tested in the stated grade of the specified school (shown in the upper right-hand corner of the report).

Additional Information

Additional information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains to form composite scores. It repeats the information presented in the other score reports.

Highest Score/Lowest Score

The highest and lowest scale scores are reported in the four language domains for ELLs tested in the stated grade of the specified school. The lowest possible scale score is 100 for Kindergarten; the highest possible scale score is 600, although scale scores over 500 are rare. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of ELLs tested on *ACCESS for ELLs* in the stated grade of the specified school.

Use of Information in the School Frequency Report

Explanation about English Language Proficiency

- This report shows the distribution of ELLs according to their language proficiency levels for each language domain and combination of domains in a stated grade of a specified school. In low incidence schools, these numbers might be quite small; in urban areas, the numbers of students might be substantially larger. The results should not be generalized unless there are relatively large numbers of students.

- Information provided in this report may have to be further contextualized to be meaningful; numbers alone cannot explain why the distribution of students assigned to language proficiency levels falls as it does. For example, there may be a rather large proportion of ELLs at the lower

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end of the continuum in all language domains. The reasons for these results may not be evident unless student demographics and educational history are considered. Perhaps the school recently received new students with limited formal education who have spent time in refugee camps. Perhaps the students in this grade have high degrees of mobility and have not had continuous, uninterrupted schooling.

- Teacher characteristics may also help explain the results. Perhaps teachers working with ELLs have not been afforded ample opportunities for professional development or have not had time for joint planning with the English as a Second Language, bilingual, or content teachers. Perhaps the service delivery model is such that coverage of ELD standards needs to involve all teachers who work with ELLs and become a grade level or school-wide responsibility.

Communication about Data Contained within the School Frequency Report

- For states which have administered *ACCESS for ELLs* at least twice, School Frequency Reports for two consecutive years provide cross-sectional data (unless the set of students from one year to the next is identical, which is highly unlikely). Keep this fact in mind when inspecting how the first graders, for example, performed at a specified school in year 1 in comparison to second graders in year 2. A group of first graders one year compared with a group of first graders the next year also represents cross-sectional data.

- In communicating the results of this report, use both the numbers of students at each language proficiency level and the corresponding percents of total tested. If numbers are low, the percents may appear distorted if shown in isolation.

- Use the information contained in the report to gain a sense of the school-wide effort in educating ELLs. Compare results of ELLs with those of proficient English students, in particular, former ELLs who are being monitored as well as other linguistically and culturally diverse students. Use multiple data sources, including performance on their state academic achievement tests, to see if there is any crossover.

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ACCESS for ELLs® English Language Proficiency Test

District Frequency Report – 2013

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Figure 14: Blank District Frequency Report

WIDA CONSORTIUM

ACCESS for ELLs® English Language Proficiency Test

District:
Grade:
Cluster:

DISTRICT FREQUENCY REPORT – 2013

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support																
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support																
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support																
4 – Expanding Knows and uses social English and some technical academic language																
5 – Bridging Knows and uses social English and academic language working with grade level material																
6 – Reaching Knows and uses social and academic language at the highest level measured by this test																
Highest Score																
Lowest Score																
Total Tested:																

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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District Frequency Report—Description

The presentation of information in this report is identical to that of the School Frequency Report except the numbers and percents refer to ELLs in a stated grade of a specified district rather than a school. Therefore, the descriptions of the features of this report are repeated from those previously stated.

Proficiency Level

The six levels of English language proficiency with their brief definitions form the vertical axis of this table. They are presented top to bottom, starting from the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. This first column relates the number of students who scored at each language proficiency level in the stated grade in the specified district.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains reports the total number of ELLs tested in the stated grade in the specified district (shown in the upper right-hand corner of the report).

Additional Information

Additional information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains to form composite scores. It repeats the information presented in the other reports.

Highest Score/ Lowest Score

The highest and lowest scale scores are reported in the four language domains for ELLs tested in the stated grade in the district. The lowest possible scale score is 100 for Kindergarten; the highest possible scale score is 600, although scale scores above 500 are rare. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of ELLs tested on *ACCESS for ELLs* in the stated grade for the district.

Use of Information in the District Frequency Report

Explanation about English Language Proficiency

- As with the School Frequency Report, this report may be used in conjunction with the Student Roster Report to better explain student performance. The distribution of students along the six ELP levels, to some extent, is a function of the tier that was administered. For example, as students in Tier A are considered “Beginners”, they should not be expected to, nor will they be able to score at the highest levels of English language proficiency. In contrast, those students in

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Tier C received the most challenging items representative of the higher levels of English language proficiency.

- Just as in the School Frequency Report, information provided in this report may have to be further contextualized to be meaningful. A description of the students in terms of their language, cultural, and experiential backgrounds would provide a fuller portrait of a district's ELLs.

- This report provides a glimpse of the performance of all ELLs across language domains and combination of domains in a district at the time of testing.

Communication about data contained within the District Frequency Report

- Based on an individual state's criteria for "attainment" of English language proficiency and its definition of cohort groups, this report may serve as a district's estimate of the number and/or percent of students who have met that criterion for Annual Measurable Achievement Objectives (AMAOs) under Title III. Likewise, the School Frequency Report offers the same breakdown by grade within a school.

- For purposes of communicating information to various stakeholders, such as local Boards of Education or community groups, the data may be graphically displayed in the form of a histogram. The numbers of students or percent of total tested could serve as the vertical axis and the language domains and combination of domains could form the horizontal axis. Each language level could then be color-coded and positioned under the corresponding language domains.

- In the same vein, differences in performance of students by grade from year to year on *ACCESS for ELLs* may be graphically displayed. To interpret the results more accurately, it is important to note the percent of matched pairs of students; that is, how many ELLs in one year remained in the program and district the next year.

- Information in this report may be useful in planning, developing, or restructuring language services for ELLs at a district level. Variation in students' language proficiency across individual and combined language domains may help shape their type and amount of support. In some states, native language is also a component of support that is to be taken into account in program design.

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Excerpt from the UIP Handbook, page 24

Interim Measures

Once annual performance targets are set for the next two years, districts and schools must identify interim measures, or what they will measure during the year to determine if progress is being made towards each of the annual performance targets. Interim measures should be based on local performance data that will be available at least twice during the school year. Across all interim measures, data should be available that would allow schools to monitor progress at least quarterly. Interim measures should provide data about the same students as the performance target and the same content focus. The metrics used from the interim measures should also align with the type of performance addressed in the target (e.g., achievement, growth).

In identifying interim measures, planning teams should consider what performance data will be available locally throughout the school year and when that data will be available. Descriptions of interim measures should include: the assessment/performance measure that is administered more than once during the school year, how frequently the data will be available, and what metrics will be considered (e.g., % scoring at a particular performance level).

Annual performance targets and interim measures must be identified for each performance indicator where the school/district did not meet state or federal expectations (aligned with priority performance challenges). Planning teams must document both annual performance targets and interim measures in the School/District Target Setting Form.

Action Planning Form: Identify Major Improvement Strategies

Major improvement strategies (e.g., differentiate reading instruction in grades 3-5) identified by districts/schools and the specific action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) required to carry out each major improvement strategy should respond to and should eliminate or correct the root causes and ultimately each of the district's or school's prioritized performance challenges. There should be a direct relationship between major improvement strategies and root causes and that relationship should be explicit to anyone who reads the plan. Major improvement strategies should also be research-based, in that there should be evidence that using these strategies has previously led to improvements in student performance.

> ***Helpful Reminder:***
> The UIP is a planning document that should span at least a two-year period. The plan should provide details on actions for the current and the next school years.

DODAD Notes and Methodology

Source of data used

Data are taken from CDE's Student End of Year collection - unless otherwise noted.

Grade levels included and excluded

The DODAD is designed to be an analytic tool exclusively for high schools. Since the majority of Colorado high schools serve grades 9 - 12, schools serving grades below 9th (i.e. 7-12 or K-12 schools) had students from these lower grades removed from both the numerator and denominator when calculating dropout rates. This was done whether the "extended grade range school" is the school being analyzed or if it is part of a comparison group. Since relatively few students drop out as 7th or 8th graders, a 7-12 school would typically have a lower schoolwide dropout rate than a similar 9-12 school. Therefore, in the interest of comparability, the dropout rate for all schools and student subgroups was calculated only for 9th-12th grades.

Comparison groups used in the DODAD

One of the primary purposes of the DropOut Data Analysis Display (DODAD) is to provide context for the dropout rates of each individual high school. To that end, two groups of comparison high schools have been created – one for schools designated as an Alternative Education Campus in the 2011-12 academic year and one for all other high schools. The DODAD therefore contains two full sets of graphs and tables – the yellow tabs for non-AEC schools and the blue tabs for designated AECs.

In an attempt to generate dropout rates that are meaningful and genuinely comparable, roughly 20% of The currently operational high schools in Colorado have been removed from these comparison groups. Examples of schools that were removed in order to ensure comparability include: detention centers, schools listed in the CDE Directory as high schools but which do not serve 12th graders, and those that have been open three years or less. A list of excluded schools is presented in the black tab below.

Aggregated dropout rates

All charts in this document represent aggregated data from the past 3 academic years (2011-12, 2010-11 and 2009-10) - with the exception of Tab 1 - "Dropout Rate - 5 years" - which displays the dropout rate for each of the past five years individually.

Within this tool, "aggregating" is defined as:

1) combining data from multiple prior years for a single school (e.g. calculating the aggregated dropout rate for School A by dividing the sum of all dropouts over the prior three years by the sum the annual student membership over the prior three years.)

- and/or -

2) combining data from all high schools belonging to a certain group (e.g. “all schools in the AEC comparison group”).

The use of aggregated rates provides two important benefits: 1) It can help overcome issues with groups of students that might have a single year sample size that is too small to yield meaningful analysis (e.g. American Indian students or students with disabilities at a single high school in a single year) and

issues with schools with small student populations overall, and 2) Aggregating data across years can compensate for single year "anomalies" – either positive or negative.

Equivalence and alignment with other rates and data published by the Colorado Department of Education

As a result of the he exclusion of grade levels below 9th and the aggregation of data across years and among groups of schools mentioned above, the rates and counts in in this tool often will not match exactly with the official dropout rates and counts published on the CDE website, the school performance frameworks or at SchoolView.org. The rates and counts generated by the DODAD tool are intended solely to provide useful comparison data for each high school. Therefore, rates and counts from the DODAD should never be interpreted or used as equal to or interchangable with these other official CDE data sources.

DropOut Data Analysis Display
DODAD

High Level Description/Definition

The DropOut Data Analysis Display (DODAD) tool was developed in Excel to provide schools with quick and specific displays of their drop-out data. It includes trends over-time, drop-out information for disaggregated student groups and comparisons to the rates of a group of similar high schools. One of the primary purposes of the DropOut Data Analysis Display (DODAD) is to provide context for the dropout rates of each individual high school. To that end, two groups of comparison high schools were created – one for schools designated as an Alternative Education Campus in the 2011-12 academic year and one for all other high schools. In an attempt to generate dropout rates that are meaningful and genuinely comparable, roughly 20 percent of the currently operational high schools in Colorado were removed from these comparison groups. Examples of schools that were removed in order to ensure comparability include: detention centers, schools listed in the CDE School Directory as high schools but which do not serve 12th graders, and high schools that have been open less than three years.

The DODAD cover page includes instructions regarding how to use the tool and allows users to select the school for which data will be displayed. The following table includes a description of each chart included in the DODAD tool.

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
1. Dropout Rate - 5 years	• Annual Dropout Rate for all students in 9th through 12th grade for the most recent 5 years (2007-08 through 2011-12) • Annual drop-out count for 2007-8 through 2011-12 • Five-year total drop-out count	• Longitudinal comparison of the school's dropout rate across years • Annual dropout rate for 9th through 12th grade among a comparison group of high schools (non-AECs or AECs), for the 2007-08 through 2011-12 school years	• What has been the trend in drop-out rates for the school over the last 5 years? • How does the school's drop-out rate compare to drop-out rates for the comparison group? • If the dropout rate for the school in 2011-12 is higher than the comparison group's dropout rate, how many fewer dropouts would the school have needed in order to match the rate for the comparison group?
2. Percent of Drops by Grade	• Percent of Total Dropouts by Grade Level	• Percent of total dropouts by grade level for comparison group (non-AECs or AECs)	• For the most recent three years for which drop-out data are available, in which grade levels did students drop out the

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
			most? the least? Were there differences across grade levels? • Were dropouts "clustered" in the early grades or the later grades? • How was our pattern by grade level similar to and different from the comparison group? • How does the percent of dropouts by grade match with the percent of our students enrolled in each grade? (eg. school may show 80% of its dropouts are seniors, but this may be expected if 80% of its enrollment is made up of seniors.
3. Dropout Rate by Grade	• Annual Dropout Rate for Each Grade Level 9-12 from past three academic years	• Comparison Group Average (non-AECs or AECs)	• What has been the pattern in drop-out rates by grade level (aggregated over the last three years)? In general, which of our grade levels had higher and lower dropout rates? • How was our pattern by grade level similar to and different from the comparison group?
4. Drops by age-%	• Percent of All Dropouts, Age outs and GED Transfers by Student's Age on the reported date of dropout, Ages 14-22	• Percent of All Dropouts, Age outs and GED Transfers by Student's Age on the Reported Date of Dropout, Ages 14-22 for comparison group (non-AECs or AECs)	• Are students dropping out at earlier or later ages in our school than in the comparison group? • Are students dropping out when they are older or younger than typical secondary students?
4a. Drops by age-count	• Number of Dropouts and GED Transfers by Student's Age at Reported Time of Dropout (total number by age)		• At what ages are students dropping out or electing to get a GED? • Are a large number of students dropping out at or near the compulsory attendance age of 17? at or near the maximum age for funded education services of 21?

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
5. Drops by Month	• Percent of Annually Reported Dropouts by Month	• Percent of Annually Reported Dropouts by Month for schools in the comparison group	• During what months do most of our students drop out? • To what degree are students dropping out during the school year (not in the June-September window) vs. between school years (June, July, August and potentially September) • Do we have more or less students dropping out mid-year than the comparison group? • How accurate does our school/district appear to be in reporting the actual last date of attendance for students who drop out or transfer to a GED preparation program?
6. Drop Rates by Race	• Dropout Rate by Race/Ethnicity Category (American Indian, Asian, Black, Hispanic, White and Two or More Races) • Racial/Ethnic Makeup of This School	• Average dropout rate for the comparison group by race/ethnicity category (American Indian, Asian, Black, Hispanic, and White) • Racial/Ethnic Makeup of All 9th-12th Graders in the comparison group	• Which groups of students (by race/ethnicity) have the highest/lowest drop-out rates? • What percentage of students in the over-all student population come from groups of students with the highest drop-out rates? • How do our school's drop-out rates by race/ethnicity compare to the comparison group averages for the same groups?
6a. Dropout Rate Gap between Minority Students Groups and White Students	• Difference in dropout rate between white students and: o American Indian o Asian o Black o Hispanic o Two or More Races Aggregated over three years	• Dropout rate for white students at the school. • Difference in dropout rate at comparison group schools between white students and: o American Indian o Asian o Black o Hispanic	• For which group of students disaggregated by race/ethnicity is the gap between that group and white students positive (i.e. the group has a higher dropout rate than white students)? • For which group of students is the gap between that group and white students the greatest? • How do the gaps in dropout rates by

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
		o Two or More Races Aggregated over three years	race/ethnicity at this school compare to the gaps for the same groups for the comparison group?
7. Drop Rates by Instructional Program/Service Type (IPST)	• Cumulative Dropout Rate for the Past 3 Years by Instructional Program/Service Type (IPST): o Students with Disabilities o Limited English Proficiency o Economically Disadvantaged o Migrant o Title I o Homeless o Gifted/Talented	• IPST group dropout rates compared to overall dropout rate for all students at the school. • Cumulative Dropout Rate for a comparison group (non-AEC or AEC) for the Past 3 Years by Instructional Program/Service Type: o Students with Disabilities o Limited English Proficiency o Economically Disadvantaged o Migrant o Title I o Homeless o Gifted/Talented	• Which IPST groups have the highest/lowest drop-out rates? • How does our school's drop-out rates by instructional program/service type compare to the state averages for the same groups?
7a. Dropout rate gaps between IPST groups and all students	• Difference in drop-out rate for students in each IPTS group and all students in the school, for the following groups: o Students with Disabilities o Limited English Proficient o Economically Disadvantaged o Migrant o Title I	• Difference in drop-out rate for students in each IPTS group and all students in the school, for the following groups: o Students with Disabilities o Limited English Proficient o Economically Disadvantaged o Migrant o Title I	• For which IPST group is the gap between that group and students in the comparison schools group positive (i.e. the group has a higher dropout rate than for the school overall)? • For which IPST group is the gap between that group and all students the greatest? • How do the gaps in dropout rates by instructional program/service type at this school compare to the gaps for the same groups for the comparison group over-all?

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
	o Homeless o Gifted/Talented Aggregated across three years	o Homeless o Gifted/Talented Aggregated across three years	
8. Dropout Rates by Gender	• Aggregated three-year dropout rate for females and males at the school	• Rates of females vs. males • Aggregated state average three-year dropout rate for females and males	• Do females or males have a higher dropout rate at our school? • What is the size of the gap (in percentage points) between female and male students at our school? How does the size of this gap compare to the gap for the comparison group? • How do our dropout rates for females compare to the comparison group average? • • How do our dropout rates for males compare to the state average?
9. Students reported with school exit types which are likely to count against the graduation rate	• Percentage of total 9^{th}-12^{th} grade student membership aggregated over three years reported as: o Dropouts o Expulsions o GED Prep. Transfers o GED Recipients • Three year aggregate total counts of 9^{th}-12^{th} grade students reported as o Dropouts o Expulsions o GED Preparation o GED Recipients	• State average percentage of total 9^{th}-12^{th} grade student membership aggregated over three years reported as: o Dropouts o Expulsions o GED Prep. Transfers o GED Recipients • Comparison group three year aggregate total counts of 9^{th}-12^{th} grade students reported as o Dropouts o Expulsions o GED Preparation o GED Recipients	• What percentage of our students are reported as expelled each year? reported as preparing for GED? Receiving a GED certificate? • How many of our students have been counted as drop-outs are expulsions? preparing for GED? GED Recipients? • Do we have a lower or higher percent of students counted in these categories than the comparison group average?

A Note Regarding the Aggregated Dropout Rates and/or Graduation Rates:

Most charts in the DODAD workbook make use of "aggregated" rates – either combined from three or more years of data or combined from all the high schools belonging to a certain group (e.g. "all Colorado Graduation Pathways schools" or "all schools in the AEC comparison group"). The use of aggregated rates provides two important benefits: 1) It can help overcome issues with groups of students that might have a single year sample size that is too small to yield meaningful analysis (e.g. American Indian students or students with disabilities at a single high school in a single year) and issues with schools with small student populations overall, and 2) Aggregating data across years can compensate for single year "anomalies" – either positive or negative.

The methodology employed to calculate aggregated includes the following:

1. Add up the total number of students that will be placed in the numerator for the group (e.g. all on-time graduates from the class of 2012 for every school in the AEC comparison group)
2. Add up the total number of students that will be placed in the denominator for the group (e.g. all students who are counted in the graduation membership base for the class of 2012 for every school in the AEC comparison group)
3. Divide the numerator by the denominator and present the result as a percentage.

The benefit of this method vs. taking an average of the already-calculated rates for a group of schools can be seen in an example using two schools of extremely different size:

- School A had **390 graduates** in 2012 out of a graduation **membership base of 460** students. School A's on-time graduation rate for the class of 2012 is therefore **85%**
- School B had **3 graduates** in 2012 out of a graduation **membership base of 11** students. School B's on-time graduation rate for the class of 2012 is therefore **27.3%**

If the overall graduation rate for this "group" of two schools was calculated by averaging the graduation rates for the two schools the result would be **56.2%**. This process of taking the average of calculated rates often yields inaccurate overall rates for the group because it assigns equal weight to every school – regardless of the size of the school.

In contrast, adding the total number of graduates from both schools (393) and dividing this number by the total number of students in the graduation membership base for both schools (471) yields a much more accurate and representative aggregated graduation rate for this group of two schools of **83.4%**

A "Quick" Path through the DODAD data

Drop-out Data Analysis

1. Describe the over-all drop-out trend for the school for the last 5 years. Include information about how the trend for this school compares to the state (AEC or non-AEC comparison group) trends during the same time period. Consider, how does the school's drop-out rate compare to minimum state expectations?

2. Capture observations regarding drop-outs by the following, including how the schools drop-out patterns compare to the state (AEC or non-AEC comparison group):
    - Grade level
    - Age
    - Month of school year

3. Capture observations regarding drop-outs by student group, including how the schools drop-out patterns compare to the state (AEC or non-AEC comparison group) or other groups of students within the school:
    - Race/Ethnicity
    - Instructional Program/Service Type participation

4. Write a summary description of which students at the school are dropping out and when.

Other Post Secondary and Workforce Data Sources

Data Report (frequency)	Description	Metrics	Questions
Post-secondary Readiness School Report (CDHE) **(annual)**	Historical trends in for the last three years for school and the District as a whole http://highered.colorado.gov/Publications/districtataglance/districtglancedefault.html	• Graduation Rates (on-time and 5-year, 6-year, and 7-year) • Completing rates • Drop-out Rates • College Enrollment Rate (immediately following graduation) • College Remediation Rate	How would you describe the trend in on-time graduation rates for the school over the last three years? How does this compare to the district trend in on-time graduation rates for the same time period? To what degree is there a difference between 4-year (on-time) graduation rate and the 5-, 6-, and 7-year rates for the same base year? What has been the trend in 5-year graduation rates over the latest three years (the latest year for which 5-year rates are available)? How does this compare to the district trend in 5-year graduation rates for the same time period? How does this compare to minimum state expectations for graduation rates? How would you describe the trend in drop-out rates for the school between over the last three years? How does this compare to the district trend in drop-out rates for the same time period? How does this compare to minimum state expectations for graduation rates? What has been the school's trend in college enrollment immediately following graduation over the last three years? How does this compare to the district trend in college enrollment immediately following graduation for the last three years? What percent of the schools' students enrolling in college immediately following graduation required remediation in

Data Report (frequency)	Description	Metrics	Questions
			2009? In 2010 (the most recent year for which data is available)? How did the school's rates compare to the district's rates for the same time period?

Completion Rates	The completion counts and rates include all students who graduate on-time with a regular diploma plus students who complete on-time with a GED or non-diploma certificate. Note: graduates are included in the completer count and rate, completion counts and rates for any school or district will be greater than or equal to the graduation rate. http://www.cde.state.co.us/cdereval/gradcurrent	• Counts of completion
		• Counts of graduation
		• Disaggregated by:
		  o Gender
		  o Ethnicity
			What is the school's completion rate? How does the completion rate compare to the graduation rate? In what programs are "completing" students participating than "graduating" students?

Concurrent Enrollment, ASCENT Participation	Report of students enrolled in a local education provider and in an institute of higher education or career and technical courses, participating	Number of students participating in dual enrollment in high school and an institution of higher education • ASCENT • Concurrent Enrollment • CTE	Which students are participating in dual enrollment in institutions of higher education? Are the demographics of participating students representative of the school overall? Which if any students are participating in the ASCENT program?

Data Report (frequency)	Description	Metrics	Questions
	in the ASCENT program		
Student Mobility/ Stability Rate	Rates of students that are staying in the school Rates of students that are moving http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent	• Instances/Rates of Mobility • Instances/Rates of Stability • Disaggregation by: o Gender o Ethnicity	What is the stability rate for the school? Has the stability rate been increasing or decreasing? How does the stability rate compare to the state average?
Truancy	Total Student Days Unexcused divided by Total Student Days Possible http://www.cde.state.co.us/cdereval/truancystatistics	• Student Fall Enrollment • Total Days Possible Attendance for all Students • Total Days Attended for all Students • Total Student Days Excused Absences for all Students • Total Student Days Unexcused Absences for all Students • Attendance Rate (Total Student Days Attended/Total Days Possible) • Truancy Rate (Total Student Days Unexcused Absent/Total days Possible)	What is the truancy rate for the school? How do the excused absences compare to unexcused absences?
FAFSA Completion	FAFSA Completion Report http://highered.colorado.gov/fafsa/Default.aspx	• Number of Seniors • Number of FAFSA • Percent Completed	What percentage of seniors completed the FAFSA? What percentage of seniors who initiated a FAFSA completed the form?

Data Report (frequency)	Description	Metrics	Questions
Attendance	Report collecting attendance and tardy information	• Students that fall below 90% average daily attendance • Repeated Absences • Habitually absent • Period attendance	Which students are falling below 90% average daily attendance rate? Which students are having repeated absences? Which students are habitually absent? Are there particular periods that have higher absence/tardy rates?
Behavior Data	Description of behavior violations and actions occurring throughout the school year	• In-school suspension rate • Out-of-School suspension rate • Expulsion rates • Discipline Referral Rates • Discipline Referral Types • Discipline Referral locations	Which students are being suspended? Which students are being expelled? What are the types of violations for which students are being suspended/expelled? Are there high-frequency locations for discipline referrals?
Course Completion (On track to graduation)	Locally Defined	• Number of students on track towards graduation • Number of students off track towards graduation, including how far off track as defined locally	What percent of students are on track to graduating within four years? What percent of students are on track to graduating within five years? More? What percent of students are off track to the point that they will not be able to participate in a traditional high school program and graduate before aging out?
CTE Participation	Number and Percent of students who participate (as defined by the school) in Career and Technical Education courses	• Number of participating students • Percent of participating students	What is the participation rate of students participating in CTE courses? What is the demographic make-up of participating students? Is the demographic of participating students representative of the school overall?
IB/AP Participation	Number and percent of students who participate (as defined by school) in IB and/or AP classes	• Number of participating students • Percent of participating students	What is the participation rate for IB and/or AP courses? What is the demographic make-up of the students who participate in IB and/or AP courses? Does the demographic make-up of participating students mirror the demographic make-up of the school?

Data Report (frequency)	Description	Metrics	Questions
Credit Recovery	Number and percent of students who participate (as defined by school) in credit recovery	• Number of participating students • Percent of participating students • Percent of credit recovery courses passed vs. attempted • Average number of courses taken by one student at a time • Average length of time to complete a course	What percent of students are participating in credit recovery? What is the threshold needed for students to be referred to credit recovery? What characteristics do students who successfully complete credit recovery have in common?
ICAP Participation/ Completion	Number and percent of students who fully complete ICAP requirements (as defined by school)	• Number of students completing ICAP requirements • Percent of students completing ICAP requirements	What percent of students fully complete ICAP requirements? What characteristics do students who successfully complete ICAPs have in common? Which subgroups of students have the lowest ICAP completion rates?
College Application Rates	Number and percent of students who complete and submit postsecondary applications	• Number of students submitting postsecondary applications • Percent of students submitting postsecondary applications	What percent of students submit at least one complete postsecondary application? Which subgroups of students have the lowest postsecondary application submission rates?
College Enrollment	Number and rate of students enrolling in post-secondary institutions	• Number of students pursuing post-secondary education • Percent of students pursuing post-secondary education • Types of post-secondary institutions students are enrolling (2 year, 4 year, private, public)	What is the schools' college enrollment rate? What has been the school's trend in college enrollment immediately following graduation over the last three years? How does this compare to the district trend in college enrollment immediately following graduation for the last three years? To what types of institutions are students enrolling (2 year, 4 year, public, private)?
ACT Prep Participation	Number and percent of students who participate in ACT preparation	• Number of students participating in ACT preparation programs • Percent of students participating	What percent of students complete an ACT preparation program? What is the demographic make-up of the students who complete ACT preparation programs? Does the demographic make-up of participating students mirror

Data Report (frequency)	Description	Metrics	Questions
	programs (as defined by school)	in ACT preparation programs	the demographic make-up of the school? What are the differences in Colorado ACT scores for students completing ACT preparation programs compared to students who do not?
Internship participation	Number and percent of students participating in a career internship program (as defined by school)	• Number of students participating in career internship programs • Percent of students participating in career internship programs	What percent of students complete a career internship program? What is the demographic make-up of the students who complete career internship programs? Does the demographic make-up of participating students mirror the demographic make-up of the school? What are the differences in graduation rates for students completing career internship programs compared to students who do not?
Counselor Support	Presence of comprehensive School Counseling program as determined by national best practices	• Percent of counselors' time spent in direct student service as determined through use of time assessments • Presence of indicators of national best practice school counseling programs, including standards-based curricula, annual agreements, results reports, calendars and advisory councils.	What is the average percent of time that counselors spend in direct student services? How have counselors demonstrated an impact on student achievement and/or achievement-related data through program services?
Pre-Collegiate Partnerships	Presence of intentionally selected pre-collegiate partner(s)	Presence of indicators of intentional pre-collegiate partner(s), including: • written school pre-collegiate program agreement(s), • regular two-way informational communications on partnership status • data reports demonstrating impact of pre-collegiate	How was/were the pre-collegiate partner(s) selected for the school over other pre-collegiate organizations? How many and what percent of students participate in the pre-collegiate partnership programming? How were students selected to participate in the programming? Are students with the highest need involved in pre-collegiate programming? How have the pre-collegiate partner(s) demonstrated an impact on student achievement?

Data Report (frequency)	Description	Metrics	Questions
		partnership on achievement and/or achievement-related data.	
Co- Curricular Participation	Number and percent of students participating in co-curricular activities (as defined by school)	• Number of students participating in co-curricular activities • Percent of students participating in co-curricular activities • Amount and type of co-curricular activities available	What percent of students participate in co-curricular activities? Do the demographics of students participating in co-curricular activities mirror the school demographics? Are co-curricular activities developed based on student interests? Are co-curricular activities available on days and times that students are able to participate?

Do we have the data we need for our Data Analysis?

Inventory of data:

☐ Student attendance and truancy

☐ Credit accrual (within and across grade levels) and recovery

☐ Student suspension/expulsions

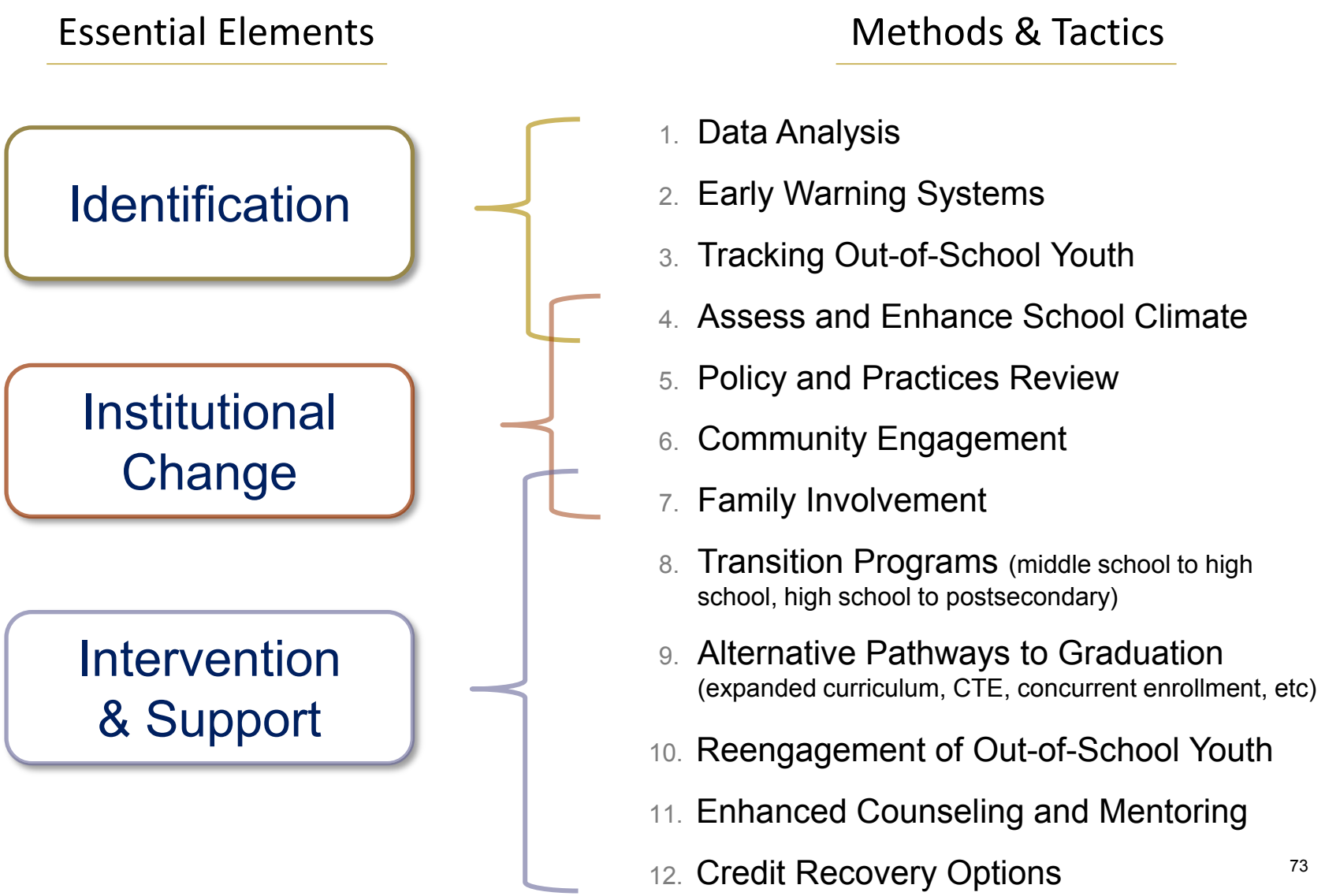
☐ Higher education pursuit (e.g. ICAP participation, college application rates, concurrent enrollment, AP participation)

☐ Student perception surveys (student engagement and social emotional health)

☐ Framework for Drop-Out Prevention – A starting point for data related to current school processes

☐ Multi-Purpose – identifying root causes, interim measures (tracking progress moving forward)

The Colorado Graduation Pathways research-based framework for dropout prevention



Dropout Prevention Framework Data Sources

Data Source	What are we doing in this area?	How do we know? What data do we have about this?	What do we need to do in this area?
Do we collect, interpret and analyze dropout data?			
What Early Warning Systems do we have in place/use?			
Are we tracking Out-of-School Youth? How?			
Have we assessed our school climate? What have we done to enhance the school climate?			
Have we conducted a review of our policies and practices?			
How engaged is our community? How have we worked to engage our community?			

Dropout Prevention Framework Data Sources

Data Source	What are we doing in this area?	How do we know? What data do we have about this?	What do we need to do in this area?
How do we involve our families?			
Do we have a transition program? Is it effective?			
Do we have alternative pathways to graduation? What are they?			
Do we reengage our out-of-school youth? How?			
Have we enhanced our counseling and mentoring services? How?			
Do we have credit recovery options? What are they?			

Mapping resources to dropout problem "types"

	Large percentage of dropouts are 9th/10th grade	Large percentage of dropouts are 11th/12th grade	Large percentage of dropouts occur over summer	High dropout rate for minority group(s)	High dropout rate for IPST group(s)	Large number of expulsions	Large number of GED transfers or GED recipients
Transition and Orientation Programs	✓			✓	✓		
Summer Programs/ Summer Outreach	✓	✓	✓				
Review Assignment of Most Experienced/Effective Teachers	✓				✓		
Review Grade Promotion Practices in middle schools	✓						
Review Grade Promotion Practices in the high school		✓					
Policy and Practice Review	✓	✓		✓	✓	✓	

	Large percentage of dropouts are 9th/10th grade	Large percentage of dropouts are 11th/12th grade	Large percentage of dropouts occur over summer	High dropout rate for minority group(s)	High dropout rate for IPST group(s)	Large number of expulsions	Large number of GED transfers or GED recipients
After-School Programs					☑		
Review Assignment of Teachers and Resources to IPST groups					☑		
Early Warning System	☑	☑			☑		☑
Review Curriculum Sequencing	☑						
Enhanced Counseling Services (CCC, ICAP, etc)	☑	☑	☑	☑	☑		
School-community partnerships	☑	☑	☑	☑		☑	
School-parent partnerships	☑	☑	☑	☑		☑	

	Large percentage of dropouts are 9th/10th grade	Large percentage of dropouts are 11th/12th grade	Large percentage of dropouts occur over summer	High dropout rate for minority group(s)	High dropout rate for IPST group(s)	Large number of expulsions	Large number of GED transfers or GED recipients
Equity Toolkit				✓	✓		
Service Learning Opportunities		✓				✓	✓
Alternative Education Options		✓	✓		✓	✓	✓
Credit Recovery Programs		✓				✓	✓
District-Run GED Prep. Program		✓				✓	✓
Dropout Recovery and Reengagement Efforts			✓				

PWR Target Setting Advice

State Required Metrics

- Drop-out Rates
- Graduation Rates
- Disaggregated Graduation Rates
- Average Colorado ACT Composite Score

Other PWR Metrics

- 4-, 5-, 6- and 7-year completion rates.
- Percent of students earning a year's worth of credits in a year's time.
- Career and Technical Education course completion rate
- Number and percentage of students successfully transitioning into a recognized adult education program (w/out diploma or GED)
- Percent/number of students enrolling in a Colorado postsecondary institution within one year after graduation
- Percent of recent graduates attending Colorado public institutions requiring remediation
- AP/IB participation
- Percent/number of students scoring high enough on AP/IB tests to receive college credit
- ACT scores by content area

Considerations

- Review the number of students that have dropped out over the past four years
- Track the school's re-engagement outcomes (the percent of students who dropped out, returned and completed school).
- Review the GED transfer rate and the number of these students who completed their GED each year
- Consider the change in membership base (rates of mobility, stability, enrollment of students under credit)
- Quantify the school's proposed rate of improvement numerically (what does the rate of improvement in graduation or dropout mean in terms of the number of students.
- Look at the percent of students that accrue a year's worth of credit or more in a year.

Examples:

Credit Accumulation in 2012-13 SY – Less than 62% of students with the opportunity to be in attendance earned a year's worth of credits during that year. Consider setting a goal of increasing this rate to at least 70% in two years by offering and promoting aggressive credit recovery options and expanded credit accumulation opportunities.

Student Re-Engagement Outcomes - 26 of the students enrolled at CGP HS in 2012-13 dropped out in a prior school year as indicated by the school's End of Year records. Of these 26, six graduated or completed and another six were still enrolled as of the end of the year, which results in a 46.2% reengagement outcome rate. The six students that graduated were enrolled in a CTE school. Consider a goal to increase the re-engagement rate to 61.5% by expanding CTE and concurrent enrollment (dropout recovery) programs

Assessment Instrument Description: Teaching Strategies Gold®

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	Teaching Strategies GOLD®
Vendor	Name of the company or organization that produces the instrument.	Teaching Strategies, LLC
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	To provide ongoing, observation-based, authentic assessment of young children. Can be used with any developmentally appropriate curriculum. Documentation and assessment ratings help teachers with progress monitoring and instructional planning. Results help teachers and administrators measure growth for children in all major academic and developmental areas and share information with families. Is both a formative and summative assessment.
Population	Who (which students) could be assessed using the instrument.	All young children birth-kindergarten. Instrument is inclusive of all children including children with disabilities and children whose primary home language is not English.
When? How frequently?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	This is an observation-based assessment. Observations and other forms of documentation such as photos and work samples are collected year-round during regular classroom activities with supplemental observations provided by families and itinerant staff. Assessment ratings are determined by teachers at least three times per year in the fall, winter, and spring (optional summer checkpoint).
Content Area (s)	Content area or areas being assessed.	Social-emotional development; Language development; Literacy; Cognitive development; Math; Science; Creative Arts; Physical development; Approaches to Learning; Social Studies; Technology; English Language Acquisition
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	**Social–Emotional** 1. Regulates own emotions and behaviors 2. Establishes and sustains positive relationships 3. Participates cooperatively and constructively in group situations **Physical** 4. Demonstrates traveling skills

Element	Description	Assessment Instrument Information
		5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills 7. Demonstrates fine-motor strength and coordination **Language** 8. Listens to and understands increasingly complex language 9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills **Cognitive** 11. Demonstrates positive approaches to learning 12. Remembers and connects experiences 13. Uses classification skills 14. Uses symbols and images to represent something not present **Literacy** 15. Demonstrates phonological awareness 16. Demonstrates knowledge of the alphabet 17. Demonstrates knowledge of print and its uses 18. Comprehends and responds to books and other texts 19. Demonstrates emergent writing skills **Mathematics** 20. Uses number concepts and operations 21. Explores and describes spatial relationships and shapes 22. Compares and measures 23. Demonstrates knowledge of patterns **Science and Technology** 24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment 28. Uses tools and other technology to perform tasks **Social studies** 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places

Element	Description	Assessment Instrument Information
		32. Demonstrates simple geographic knowledge **the arts** 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language **English Language acquisition** 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
Individual Metrics	The scores provided at the individual (student) level.	**Raw Scores:** The instrument includes dimensions spanning six areas of Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics development, each are rated on a 10-point scale Scores include point-in-time as well as growth information, at both the individual item domain levels. **Scale Scores:** Domain-level raw scores are converted into an over-all scale score **Performance Ratings (by domain):** for each domain, students are rated as below, meeting, or exceeding widely held expectations
Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	• Research-based widely held expectations for each age group indicate whether a child is below, meeting or exceeding expectations for each item and each domain • Individual scores can be compared to national norm sample • Targeted global outcomes measure growth relative to typically developing children

Element	Description	Assessment Instrument Information
Aggregate Metrics	The specific scores provided at the group level. The groups for which scores are provided. Note, the group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	(See description above for areas/domains) Scores are aggregated across many different demographics, including but not limited to: gender, race/ethnicity, primary language, funding source, and IEP status Scores are available at the class, program, and state levels Aggregate metrics include: • Percent and number of students meeting scoring at each performance level: below, meeting, or exceeding (widely held expectations) • Average Scale Score
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	Top and bottom of national normative sample range for average scale score.
Alignment	Information provided by the vendor about alignment of this instrument to other instruments, standards, etc.	Assessment items are aligned to the Colorado Academic Standards for preschool, the Colorado Early Learning & Development Guidelines, Common Core State Standards, and the Head Start Child Development and Early Learning Framework. (Forthcoming) Item scales will display exact points where they have been aligned with standards/guidelines
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	Reports are available in real-time at the child, class, program, and state levels, following finalization of ratings at each checkpoint. GOLD online reports include point-in-time as well as growth information, at both the individual item domain levels. Dashboard/interactive reports allow users to drill down into results. Individual child and class reports allow teachers to view child progress according to criterion-referenced widely held expectations for each age group. Child portfolios are captured digitally and available online. Family Conference Forms and the Development & Learning report can be pre-populated with data to share with families in family-friendly language. Assessment Status report allow administrators to keep track of completion rates. Reports include: • **Widely Held Expectations Report** - The "Widely Held Expectations Report" compares information about the knowledge, skills, and behaviors of an individual child, class, or other

Element	Description	Assessment Instrument Information
		group with widely held expectations for children of the same age or same class/grade. It tells teachers and administrators whether children's knowledge, skills, and behaviors are below, meeting, or exceeding expectations for most children of the same age or class/ grade. The report can be customized in a number of ways, such as by incorporating information about support services or looking specifically at an area, objective, or dimension. This helps ensure that stakeholders are getting the clear picture they need. • **Alignment Report** - Teachers and administrators must feel confident that their assessment system can effectively measure the knowledge, skills, and behaviors of each child and show how the data relates to particular state standards. The "Alignment Report" enables teachers and administrators to collect universal child outcomes data, so they can quickly see the alignment of each of the *Teaching Strategies GOLD®* objectives to the *Head Start Child Development and Early Learning Framework* or the early learning standards of a particular state. The report provides easy access to information that's essential to outcomes evaluation, such as the number of children who received support services. In relation to specific state standards, educators can easily view the percentages of children whose skills are emerging and children who have achieved the standards. • **Performance and Growth Report** – The "Performance and Growth Report" provides a snapshot of children's development and learning over multiple checkpoint periods. Outcome data can be combined in a variety of ways to show children's performance and growth throughout the academic year at the organizational, program, and site levels, or within classrooms. The reports help teachers answer these important questions: "Is this child (or group of children) meeting end-of-year expectations?" and "Is this child (or group of children) demonstrating progress toward meeting expectations?" With this information, administrators can understand how their organizations, programs, sites, or classes are doing over time and easily see where additional support might be required. • **Reports for Planning** – *Teaching Strategies GOLD®* features a suite of reports designed to provide teachers with continuous information about children's progress. These reports include the "Individual Child Report," which enables teachers to view the progress of individual children, and the "Class Profile Report," which assists with planning for groups of children who are at similar levels. Teachers can generate these and other planning reports on an ongoing basis, and use the data to inform instruction and individualize learning experiences for each child • **Family Report** – The "Development and Learning Report" shares information with family

Element	Description	Assessment Instrument Information
		members by providing a narrative for every objective or dimension. The report helps family members understand their child's skills, knowledge, and behaviors, and it identifies likely next steps in the child's development and learning.
Technical Quality		Psychometrics are well-established and the instrument has been vetted by the CDE Results Matter Advisory Team. Additionally, TS GOLD was the first assessment approved by the State Board of Education for school readiness assessment, thus having met the minimum standards set by the School Readiness Assessment Subcommittee. Large, representative national sample. High person/internal consistency/inter-rater reliability. Factors/domains valid according to high fit statistics/Rasch scaling. Scale scores determined through Item Response Theory scaling. Differential item analysis used to determine appropriateness for children with disabilities and English language learners. Full technical reports and research articles can be found here: https://www.teachingstrategies.com/page/GOLD-research-overview.cfm

Equitable Distribution of Teacher Data

Purpose:

- Help districts and schools look at their human capital assets across schools and even statewide.
- Meet the “Equitable Distribution of Teachers” requirements in ESEA. Districts must consider the distribution of teachers by examining teacher qualifications and experience with school attributes (including student poverty and minority %s).
- Support districts as they engage in root cause analysis as part of Unified Improvement Planning.

Accessing Equitable Distribution of Teacher Graphical Displays (schoolview.org)

1. Go to: http://www.schoolview.org
2. Click on "SchoolView Data Center"; select your district from the right hand navigation.
3. Click on the "Staff" tab, and then select the "Teacher Equity" sub-tab. This will provide you will the summary level data.
4. To select the detail level, click on the drop down next to "Summary" and you will get the "Detail" level option.
5. Ensure “experience” is selected
6. Choose “poverty” or “minority”

School Level Metrics:

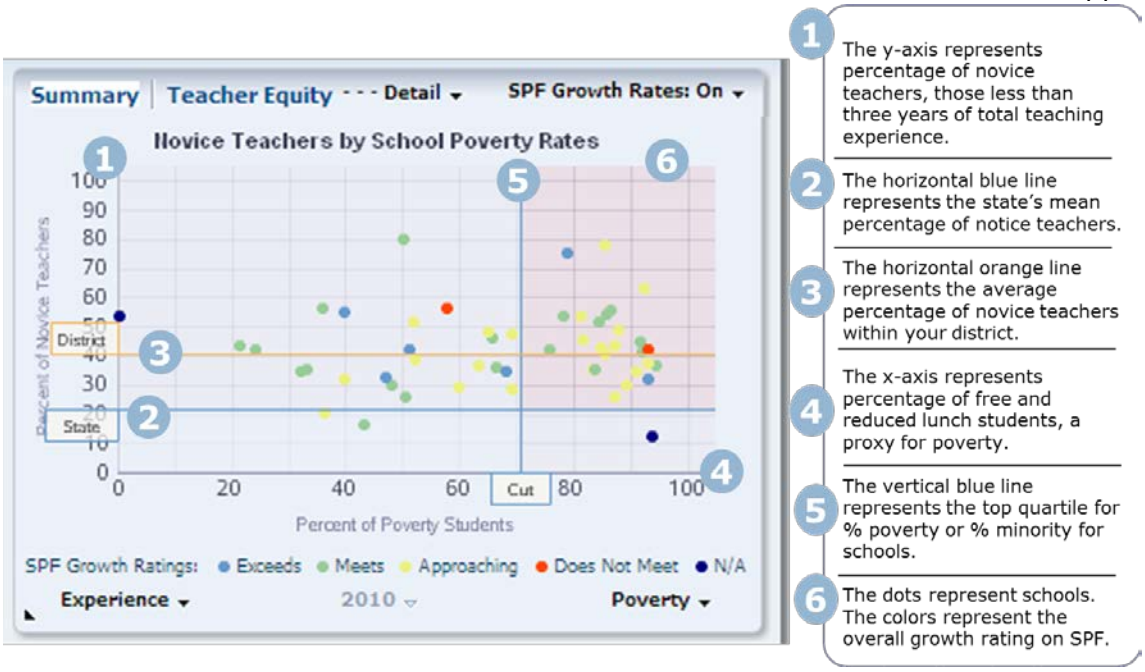
- Percent of Novice Teachers
- Percent of students qualifying for free/reduced lunch
- Percent minority students
- School’s SPF Growth Rating

Comparison Points:

- State average percent novice teachers for schools
- Top quartile of percent poverty for elementary schools
- Top quartile of percent minority for schools
- State expectations for growth

Schoolview.org Graphical Displays

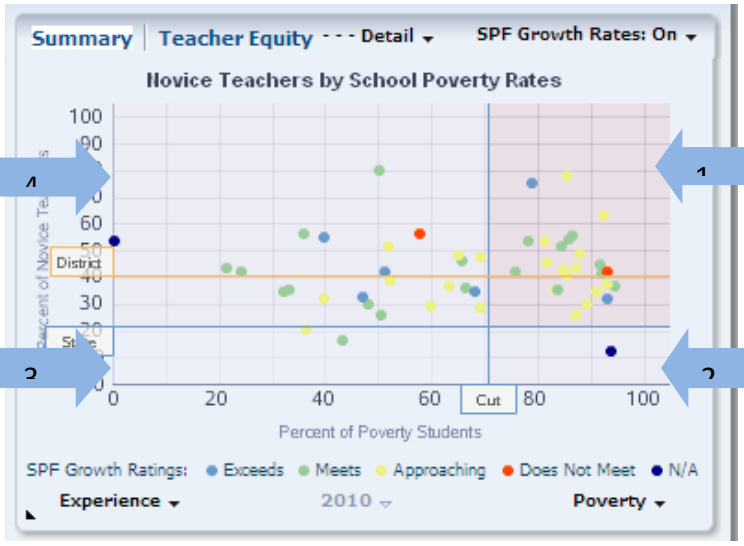
The graphic below applies a performance lens to the teacher equity data. This display quickly identifies schools with similar teacher and student demographics that may be achieving different results. It also allows trends across schools within the district to become apparent.



Quadrants: The schools in the upper right-hand quadrant 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 graphic intentionally focuses attention on this quadrant. 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. The green and blue dots in the lower right-hand quadrant represent schools that 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.

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

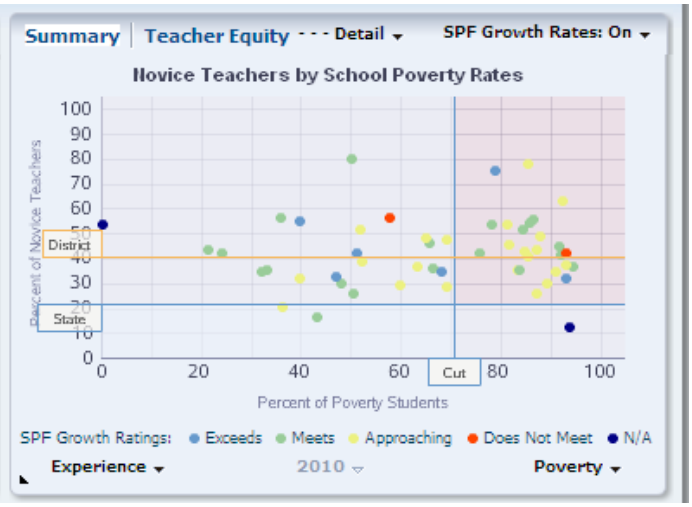


Schools within this quadrant have a **high** percentage of novice teachers and are serving a **high** percentage of FRL students. The graph focuses attention on this quadrant.

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

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?	

Questions to Guide Analysis of 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?	

TELL Survey Basics

Background

The Teaching, Empowering, Leading and Learning (TELL) Colorado survey is an anonymous biennial statewide survey of licensed, school-based educators to assess teaching conditions at the school, district and state level. The survey results are intended to support school and district improvement planning and to inform policy decisions. Participation is voluntary and anonymous. Every school that reaches the minimum response rate threshold of 50% (and a minimum of 5 respondents) will be able to use its own data in school improvement planning.

TELL Colorado is administered every other year. The 2013 TELL Colorado survey was administered over a five-week window (February 6 - March 11) in 2013. The 2013 TELL Colorado was the third statewide survey of educators in Colorado

Purpose:

- Provide schools, districts and state policymakers with data on teaching and learning conditions.
- Provide data to support school improvement efforts (root cause analysis for unified improvement planning) and inform state level education policy.
- The data is NOT intended to be used to negatively sanction or criticize individuals.

Accessing TELL Colorado Survey Data

Go to: www.tellcolorado.org

Click on: Survey Results

Select your district name. If school-level results are available, the name(s) of the schools will appear below the district name.

Three different reports/views of the data are available. You can click on the icon for each report to bring up a web-view of the report. Reports can also be downloaded as Excel files or as a PDF (depending on the report).

Subject

In general, data was collected from all licensed, school-based educators including teachers and principals. Teachers and principals in charter schools are included and do not need to be licensed to participate. Participation is voluntary and anonymous. Only teacher results are reported at the school and district levels to maintain anonymity. Principal results are reported at the state level only. All districts were invited to participate and encouraged to support participation by their teachers and principals.

Focus

The TELL survey collected data about the following topics (or constructs):

- **Time:** Available time to plan, collaborate and provide instruction and barriers to maximizing time during the school day.

- **Facilities and Resources:** Availability of instructional, technology, office, communication, and school resources to teachers.

- **Community Support and Involvement:** Community and parent/guardian communication and influence in the school.

- **Managing Student Conduct:** Policies and practices to address student conduct issues and ensure a safe school environment.

- **Teacher Leadership:** Teacher involvement in decisions that impact classroom and school practices.

- **School Leadership:** The ability of school leadership to create trusting, supportive environments and address teacher concerns.

- **Professional Development:** Availability and quality of learning opportunities for educators to enhance their teaching.

- **Instructional Practices and Support:** Data and supports available to teachers to improve instruction and student learning.

Reports/Views, Metrics and Comparison Points:

Reports/views are available at the district and school level if the minimum response rate was achieved. Reports/views include aggregate metrics for responses to a number of individual items for each construct.

Report/View	Metrics	Comparison Points
Summary Results Presented as %s. [Downloadable as an Excel file from tellcolorado.org]	For each item the following metrics are provided: • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree (for items for which level of agreement was being rated).	For each item the following metrics are provided: • The percent of educators in the state rating their level of agreement as agree or strongly agree. At the school level: • Percent of teachers in the district and in other Colorado schools in the state at the same level (elementary, middle high) rating their level of agreement with the item as strongly agree or agree. • The percent of teachers who responded at the state, district and school level.
Summary Comparison Results Presented as %s. [Downloadable as an Excel file from tellcolorado.org]	For each item the following metrics are provided: • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree in 2013. • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree in 2011.	Comparison between 2013 and 2011 responses for each item.
Detailed Results Represented as a bar graph [Downloadable as a PDF from tellcolorado.org]	**District and School Level** For each item the following metrics are provided: • Total number of responses in the district (school) • Number of "don't know" responses in the district	**District and School Level** For each item the following comparison points are provided: • Total number of responses in the state • Number of "don't know" responses in the state

Report/View	Metrics	Comparison Points
	(school) For items asking teachers the degree to which they agree with a certain statement: • Percent of teachers in the district (school) rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree (for items for which level of agreement was being rated). For items with other response categories: • For some items related to "time", how much time devoted to different activities during an average week • For some items related to professional development, the percent of teachers indicating each area that they need professional development to teach students more effectively. • For new teachers: the percent indicating they have received different kinds of supports, the percent that indicated they engaged in various activities with their mentors the percent rating the degree to which support received from mentors influenced practice in different areas, and the characteristics of their relationship with their mentor.	• Percent of teachers in the state rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree (for items for which level of agreement was being rated). **School Level Only:** • Total number of responses in the district and other schools in the state at the same level (elementary, middle, high) • Number of "don't know" responses in the district and other schools in the state at the same level (elementary, middle, high) For items asking teachers the degree to which they agree with a certain statement: • Percent of teachers in the district and other schools in the state at the same level (elementary, middle high) rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree. For items with other response categories: • The percent of teachers in the state, district and other schools in the state at the same level (elementary, middle, high) selecting each response.

Report/View	Metrics	Comparison Points
Scatterplot Graph of all schools in the district with minimum response rate [Provided in an Excel file to district superintendent]	The scatter plot represents schools with the following axis • Vertical (Y): 2013 rate of agreement (average percent of teachers responding agree/strongly agree on every item with this rating scale) • Horizontal (X): Change in rate of agreement between 2011-2013 • Color indicates school level (elem, middle, high)	• State average rate of agreement for 2013 • State average change in rate of agreement between 2011-2013
Growth Heat Map Table of agreement rates by school for each school in the district achieving the minimum response rate [Provided in an Excel file to district superintendent]	• 2013 rate of agreement (average percent of teachers responding agree/strongly agree) overall, as a composite measure by construct, for each item • Change in rate of agreement between 2011-13 overall, as a composite measure by construct, for each item	• 2013 rates of agreement are color coded from red to green based on results relative to all other in the chart schools, with red indicates a rates relative lower than other schools and green indicating rates relatively higher than other schools. • Each change in rate or agreement is accompanied by a green, yellow, or red arrow indicating positive growth, no change, or negative growth.
2013 Heat Map Similar to the Growth Heat Map this is a table of agreement rates for schools that did not meet the minimum response rate for 2011 but achieved the minimum response rate for 2013 [Provided in an Excel file to district superintendent]	• 2013 rate of agreement (average percent of teachers responding agree/strongly agree) for each survey construct and item that included teachers rating their level of agreement.	• 2013 rates of agreement are color coded from red to green based on results relative to all other schools in the chart, with red indicates a rates relative lower than other schools and green indicating rates relatively higher than other schools.

Additional Support:

- A facilitator's guide is available to help schools unpack their own data.
- Schools and districts that have access to their own data can download reports (see figure) and spreadsheets.
- Contact Lisa Medler (medler_l@cde.state.co.us) with additional questions.

TELL Terminology:

- Teaching Conditions – the systems, relationships, resources, environments and people in the school that affect teachers' ability to teach (or learn) at a high level

- Construct – a grouping of several specific questions, all dealing with the same topic

- Item – a specific individual question

- Rate of Agreement – the percentage of people who said they agreed or strongly agreed that a condition was in place

- Neither Agree nor Disagree – the percentage of people who did not feel the condition was or was not in place. They could be ambivalent, they may not have understood the question, or they may not have experience in that arena

Using Your TELL Colorado Survey Results

Data Use Guide

New Teacher Center

Teaching conditions are critical to educator success and satisfaction. The TELL Colorado Survey provides data to schools and the district about whether educators have the supportive school environments necessary for them to be successful with students and to remain in their schools. More than 33,000 educators (55 percent) shared their perceptions and this data is now available for every school across the district. The data represents the perceptions of those who understand teaching conditions best—the educators who experience them every day. But assessing teaching conditions differs from looking at other neutral or quantifiable data points (like student test scores) in that getting honest, authentic input and dialogue can be challenging, especially in schools where the basic building blocks of positive conditions—trust, time and leadership—are not in place. Using the information in a positive way toward school improvement is critical, and these guidelines are meant for educators at multiple levels to efficiently and effectively utilize the Survey data as an artifact to assist in self-reflection and goal setting. As this type of survey data becomes more common, using it appropriately and constructively will become even more important in Colorado and across the nation. Please consider the following when analyzing and using the survey results:

1. Teaching conditions are an area for school improvement, not accountability.

Teaching conditions are about schools, and all members of the school community contribute to the formation of the school culture, whether it be purposeful or accidental. Schools are encouraged to use the data to guide school improvement planning and to then assess progress toward implementation of collectively developed reforms. NTC strongly cautions against using the Survey to establish high stakes measures of teaching and learning environments. Should educators come to perceive the survey as such, results of future iterations may become skewed.

2. Teaching conditions are not about any one individual and require a community effort to improve.

Administrators hold a unique and important place within the school community and have a significant impact on the professional culture in which teachers work. However, many aspects of teaching conditions are beyond the principal's control. Broader social trends, federal, state and district policies all impact how educators view and operate within their school and classroom. Conditions are about schools, not about individuals, so no single person should be viewed as responsible for creating or reforming school culture alone. No questions on this survey were about the principal. All questions about school leadership were defined specifically as a group of individuals or team within the school.

3. Perceptual data are real data.

The survey results are perceptual data from educators about the presence of important teaching conditions, and educators' perceptions are their reality. This does not mean the data is not "valid" or as important as other data sources. Educator perceptions of the culture and context of their school have been linked to student learning, future employment plans, efficacy and motivation. Analyzing and using this information to improve schools is critical and needs to be a part of reform efforts at the school and district levels. However, other data should be used to triangulate these findings and provide additional understanding of these perceptions such as instructional expenditures, proportion of teachers working out of field, teacher/pupil ratio, etc.

4. Conversations need to be structured and safe.

Conversations about teaching conditions are often the lifeblood of teachers' lounges. Having data-driven dialogue about the findings of the survey, the root causes of educator perceptions, and potential reforms requires structure, facilitation, norms and the ability to separate issues from individuals. These are not easy conversations, and they become harder if they are not tackled systematically and in a manner where all faculty can participate in a meaningful and safe way.

5. Identify and celebrate positives in addition to considering areas for improvement.

Educators have tremendous pride in the work they do, and want to work in a school that allows them to do their best teaching. All schools have successes and challenges to deal with and to draw upon as they assess and improve their context. It is critical that positives are acknowledged and celebrated, while issues are identified and addressed in order to continue moving forward in a positive productive manner.

6. Create a common understanding of what defines and shapes teaching conditions.

Anything and everything might be considered a part of teaching conditions. Research shows that broader social trends, media coverage, respect for the profession, local and state policies and more can all influence teachers' perceptions of their conditions and ultimately their motivation and efficacy as educators. The survey provides input from educators on a host of important research-based teaching conditions as well as areas of support, assessments and accountability, parent and community support, etc. These questions and responses are a starting point, not an ending point for understanding what is important to teachers for them to do their best work. But in order for conversations to be productive, all faculty must come to agreement about what these conditions mean for their own school and context.

7. Focus on what you can solve.

Many issues that shape teaching conditions within a school or district are outside of teacher and administrator control, such as federal and state assessment policies or funding. School improvement planning should focus on areas that can be addressed by the school community. Other influences such as federal and state policy, or broader social and community context are areas for the school to think about in concert with others, but a plan with solutions that cannot be reached through the efforts of the school community is not likely to be successful.

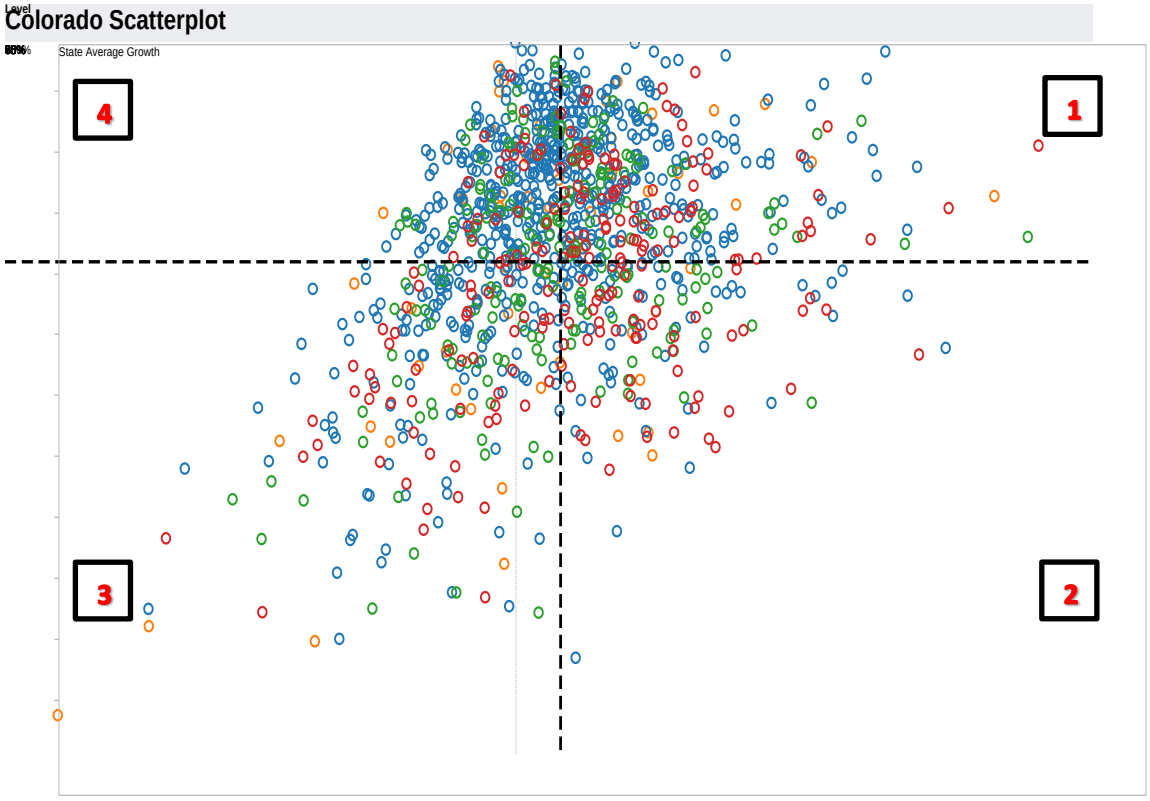
8. Solutions can be complex and long term.

Teaching conditions are cumulative and engrained. Many years and faculty members helped create them and it will take a similar amount of time for reform. Some solutions may be inexpensive and simple to address, like having a more consistent means of communicating amongst the faculty, while others are resource intensive (class size reduction, integration of technology) or long range (building trust, creating authentic Professional Learning Communities). A school improvement plan must pay attention both to short and long term issues to successfully improve the school environment.

Using Your Data Dashboard

Tab 1: Scatterplot of School Results for those with Sufficient Response in 2011 and 2013

The first tab (tabs can be clicked at the bottom left corner of the file) in the downloaded excel file is labeled “scatterplot” and contains a graphic organization of schools in your district on the results of the TELL Colorado Survey data for 2011 and 2013. It displays all the schools in your district with sufficient response on the survey in BOTH 2011 and 2013 (at least 50 percent and 5 educators) so you can more easily identify schools that may need additional support and those that have positive conditions and are improving. The colors correspond to their level (elementary, middle, high, special).



The horizontal axis represents “growth” of schools on the TELL Survey based on a single composite rate of agreement between 2011 and 2013. The composite is a single teaching conditions measure comprised of the average agreement (agree/strongly agree) on every agreement scale question asked in both 2011 and 2013. The vertical axis represents the composite “rate of agreement” on TELL Colorado for 2013 only.

The two black dashed lines represent the **state average** rate of agreement and growth on the TELL Colorado Survey composite. The two black dashed lines divide the scatterplot into four quadrants. The further from the intersection of the two dashed lines, the further from the state average in teaching conditions and change in conditions.

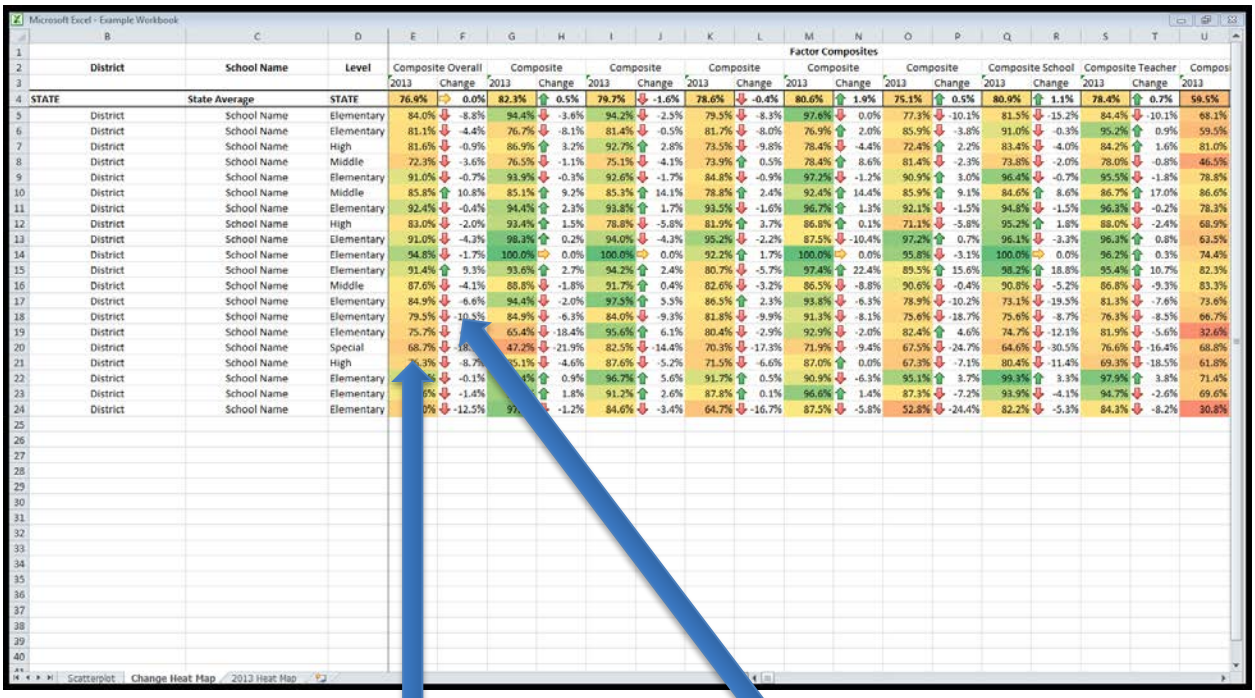
These quadrants are numbered in the diagram above and represent the following:

1. Schools in this quadrant improved teaching conditions relative to the average Colorado school between 2011 and 2013 (measured by TELL) and currently have conditions that are above the state average. These schools are places in your district that could have promising policies and practices to possibly utilize in other school contexts.
2. Schools in this quadrant have below state average conditions, but are showing better than state average growth on the TELL Colorado Survey between 2011 and 2013. These schools have improved conditions, but still need to continue improvement to meet or exceed the state average. Improvement plans in these schools may be working and should be continually monitored.
3. Schools in this quadrant have lower than average growth or declined in the proportion of educators agreeing that teaching conditions are present since 2011, and in 2013 had conditions below the state average. These schools are below state average and declining, and therefore may need external support and guidance to facilitate identifying school improvement strategies to improve teaching conditions.
4. Schools in this quadrant have above average conditions in 2013, but have lower than average growth or declined on the proportion of educators reporting the presence of teaching conditions since 2011. While these schools have above average conditions, fewer educators in 2013 than in 2011 agree that positive conditions are in place, meriting an analysis of what changes may have occurred in the school and reexamining school improvement strategies.

Tab 2: Growth Heat Map for Schools with Sufficient Response in 2011 and 2013

The second tab in your Excel file is a heat map that displays each of the TELL Colorado Survey composite areas—Time, Facilities and Resources, Community Engagement and Support, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Supports—as well as rates of agreement on all questions for each of the schools on the scatterplot. This tool provides more detailed information on survey results to better understand aspects of teaching conditions arrayed on the scatterplot.

The first three columns display the district, school name, and school level. The remaining columns display rates of agreement for each of the eight TELL Colorado Survey constructs and all agreement scale questions.

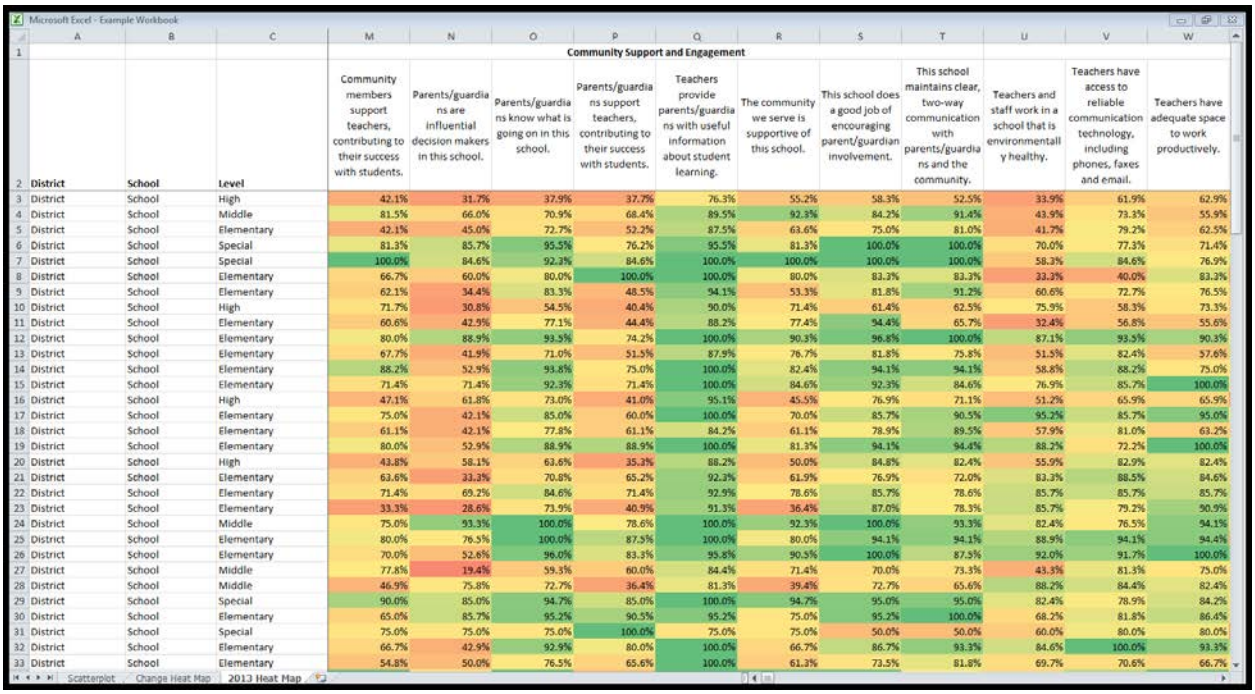


The first column beneath each composite and question is the 2013 rate of agreement. It is color-coded from red to green based on results relative to all other schools.

The second column beneath each question is the change in rate of agreement on TELL Colorado between 2011 and 2013. It is accompanied by a green, yellow, or red arrow indicating positive growth, no change, or negative growth.

Tab 3: Heat Map for Schools with Sufficient Response Only in 2013

The third tab in your Excel file is a heat map of all the schools which did not have available data for 2011 (as the response rate was below 50 percent and/or less than five educators). This means that, unlike the previous tab, it is not possible to calculate growth for these schools until they complete the next survey. **Only districts with schools that met threshold in 2013 but not 2011 will have this tab.**



	A	B	C	M	N	O	P	Q	R	S	T	U	V	W
1				Community Support and Engagement										
2	District	School	Level	Community members support teachers, contributing to their success with students.	Parents/guardians are influential decision makers in this school.	Parents/guardians know what is going on in this school.	Parents/guardians support teachers, contributing to their success with students.	Teachers provide parents/guardians with useful information about student learning.	The community we serve is supportive of this school.	This school does a good job of encouraging parent/guardian involvement.	This school maintains clear, two-way communication with parents/guardians and the community.	Teachers and staff work in a school that is environmentally healthy.	Teachers have access to reliable communication technology, including phones, faxes and email.	Teachers have adequate space to work productively.
3	District	School	High	42.1%	31.7%	37.9%	37.7%	76.3%	55.2%	58.3%	52.5%	33.9%	61.9%	62.9%
4	District	School	Middle	81.5%	66.0%	70.9%	68.4%	89.5%	92.3%	84.2%	91.4%	43.9%	73.3%	55.9%
5	District	School	Elementary	42.1%	45.0%	72.7%	52.2%	87.5%	63.6%	75.0%	81.0%	41.7%	79.2%	62.5%
6	District	School	Special	81.3%	85.7%	95.5%	76.2%	95.5%	81.3%	100.0%	100.0%	70.0%	77.3%	71.4%
7	District	School	Special	100.0%	84.6%	92.3%	84.6%	100.0%	100.0%	100.0%	100.0%	58.3%	84.6%	76.9%
8	District	School	Elementary	66.7%	60.0%	80.0%	100.0%	100.0%	80.0%	83.3%	83.3%	33.3%	40.0%	83.3%
9	District	School	Elementary	62.1%	34.4%	83.3%	48.5%	94.1%	53.3%	81.8%	91.2%	60.6%	72.7%	76.5%
10	District	School	High	71.7%	30.8%	54.5%	40.4%	90.0%	71.4%	61.4%	62.5%	75.9%	58.3%	73.3%
11	District	School	Elementary	60.6%	42.9%	77.1%	44.4%	88.2%	77.4%	94.4%	65.7%	32.4%	56.8%	55.6%
12	District	School	Elementary	80.0%	88.9%	93.5%	74.2%	100.0%	90.3%	96.8%	100.0%	87.1%	93.5%	90.3%
13	District	School	Elementary	67.7%	41.9%	71.0%	51.5%	87.9%	76.7%	81.8%	75.8%	51.5%	82.4%	57.6%
14	District	School	Elementary	88.2%	52.9%	93.8%	75.0%	100.0%	82.4%	94.1%	94.1%	58.8%	88.2%	75.0%
15	District	School	Elementary	71.4%	71.4%	92.3%	71.4%	100.0%	84.6%	92.3%	84.6%	76.9%	85.7%	100.0%
16	District	School	High	47.1%	61.8%	73.0%	41.0%	95.1%	45.5%	76.9%	71.1%	51.2%	65.9%	65.9%
17	District	School	Elementary	75.0%	42.1%	85.0%	60.0%	100.0%	70.0%	85.7%	90.5%	95.2%	85.7%	95.0%
18	District	School	Elementary	61.1%	42.1%	77.8%	61.1%	84.2%	61.1%	78.9%	89.5%	57.9%	81.0%	63.2%
19	District	School	Elementary	80.0%	52.9%	88.9%	88.9%	100.0%	81.3%	94.1%	94.4%	88.2%	72.2%	100.0%
20	District	School	High	43.8%	58.1%	63.6%	35.3%	88.2%	50.0%	84.8%	82.4%	55.9%	82.9%	82.4%
21	District	School	Elementary	63.6%	33.3%	70.8%	65.2%	92.3%	61.9%	76.9%	72.0%	83.3%	88.5%	84.6%
22	District	School	Elementary	71.4%	69.2%	84.6%	71.4%	92.9%	78.6%	85.7%	78.6%	85.7%	85.7%	85.7%
23	District	School	Elementary	33.3%	28.6%	73.9%	40.9%	91.3%	36.4%	87.0%	78.3%	85.7%	79.2%	90.9%
24	District	School	Middle	75.0%	93.3%	100.0%	78.6%	100.0%	92.3%	100.0%	93.3%	82.4%	76.5%	94.1%
25	District	School	Elementary	80.0%	76.5%	100.0%	87.5%	100.0%	80.0%	94.1%	94.1%	88.9%	94.1%	94.4%
26	District	School	Elementary	70.0%	52.6%	96.0%	83.3%	95.8%	90.5%	100.0%	87.5%	92.0%	91.7%	100.0%
27	District	School	Middle	77.8%	19.4%	59.3%	60.0%	84.4%	71.4%	70.0%	73.3%	43.3%	81.3%	75.0%
28	District	School	Middle	46.9%	75.8%	72.7%	36.4%	81.3%	39.4%	72.7%	65.6%	88.2%	84.4%	82.4%
29	District	School	Special	90.0%	85.0%	94.7%	85.0%	100.0%	94.7%	95.0%	95.0%	82.4%	78.9%	84.2%
30	District	School	Elementary	65.0%	85.7%	95.2%	90.5%	95.2%	75.0%	95.2%	100.0%	68.2%	81.8%	86.4%
31	District	School	Special	75.0%	75.0%	75.0%	100.0%	75.0%	75.0%	50.0%	50.0%	60.0%	80.0%	80.0%
32	District	School	Elementary	66.7%	42.9%	92.9%	80.0%	100.0%	66.7%	86.7%	93.3%	84.6%	100.0%	93.3%
33	District	School	Elementary	54.8%	50.0%	76.5%	65.6%	100.0%	61.3%	73.5%	81.8%	69.7%	70.6%	66.7%

As with the previous heat map, the first three columns display the district, school name, and school level. The remaining columns display rates of agreement for each survey construct and agreement scale question. These questions are sorted by construct and can be accessed by scrolling horizontally. The column beneath each question displays the schools' rate of agreement and is color coded from red to green to enable quicker identification of schools with promising practices and those needing additional support.

4.1 Community Support and Involvement Construct Item Worksheet

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1a. The community we serve is supportive of this school.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1b. Parents/guardians are influential decision makers in this school.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1c. The school works directly with parents/guardians to improve the educational climate in students' homes.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1d. This school maintains clear, two-way communication with the community.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1e. This school does a good job of encouraging parent/guardian involvement.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1f. Teachers provide parents/guardians with useful information about student learning.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1g. Parents/guardians support teachers, contributing to their success with students.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

4.1 Community Support and Involvement Construct Item Worksheet

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1h. Community members support teachers, contributing to their success with students.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

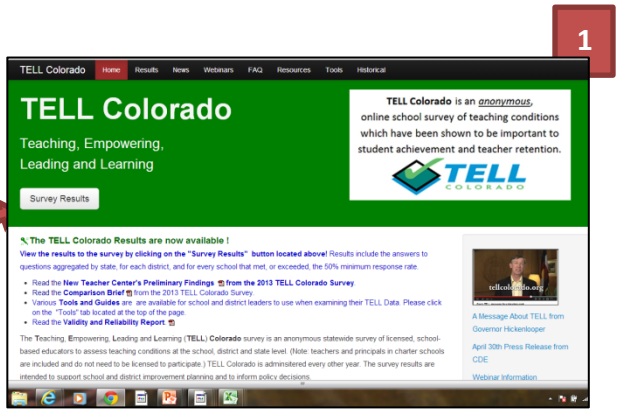
Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
4.1i. Parents/guardians know what is going on in this school.	2013					
	2011		S-SL	S-D	S-St	
	2013-2011					

Guide to Accessing and Color Coding Your TELL Data

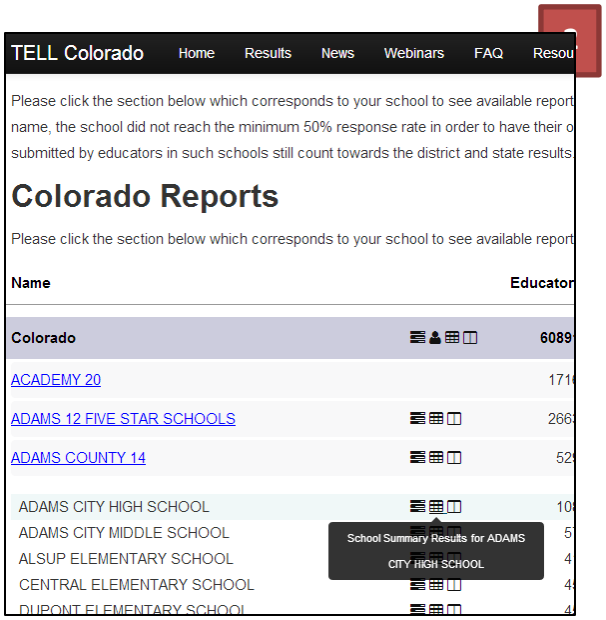
Accessing Your School Level TELL Data in Excel Format

Directions:

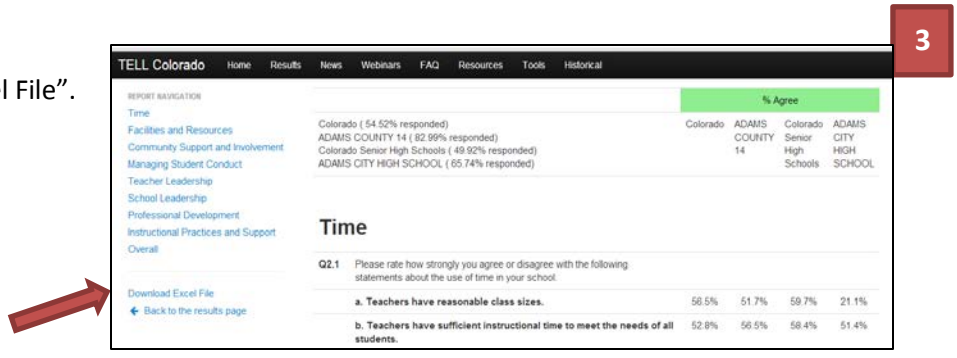
(1) Go to www.tellcolorado.org and click on "Survey Results." Google Chrome tends to work better than Windows Explorer.



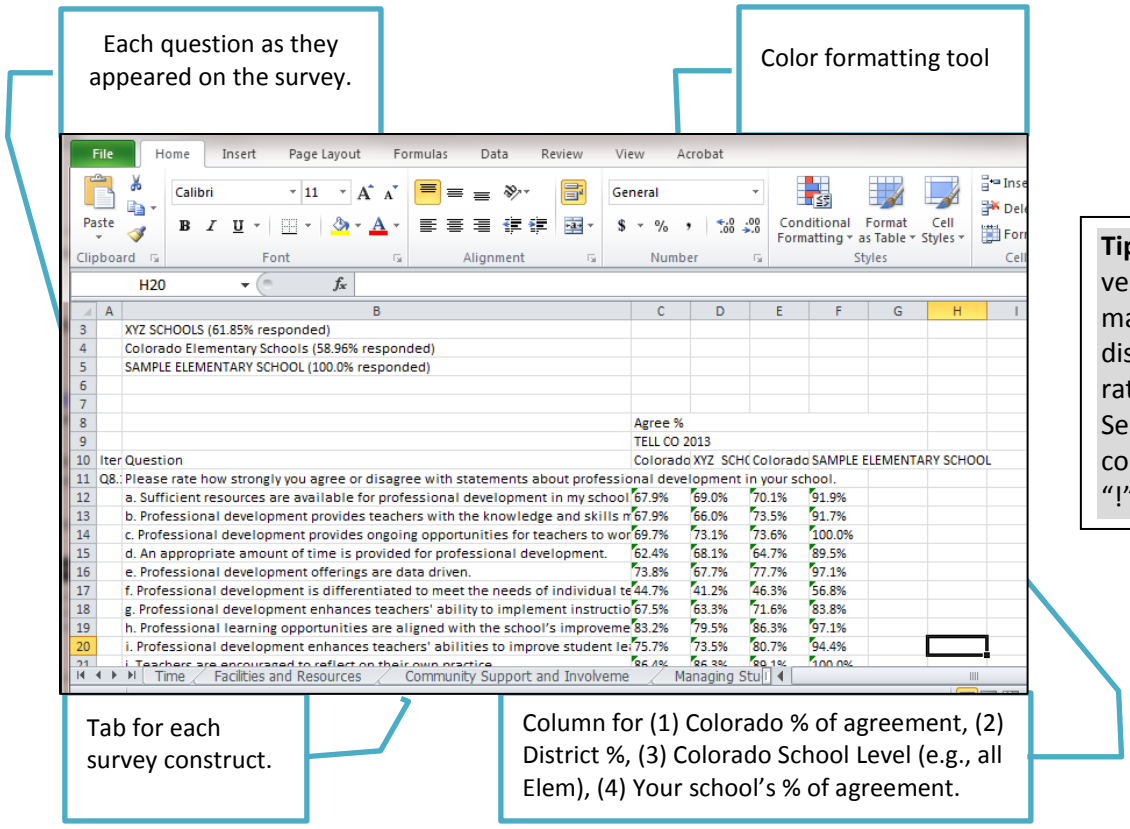
(2) Click on your district to get the menu of schools. Select the second icon for the "School Summary Results."



(3) Click on "Download Excel File".

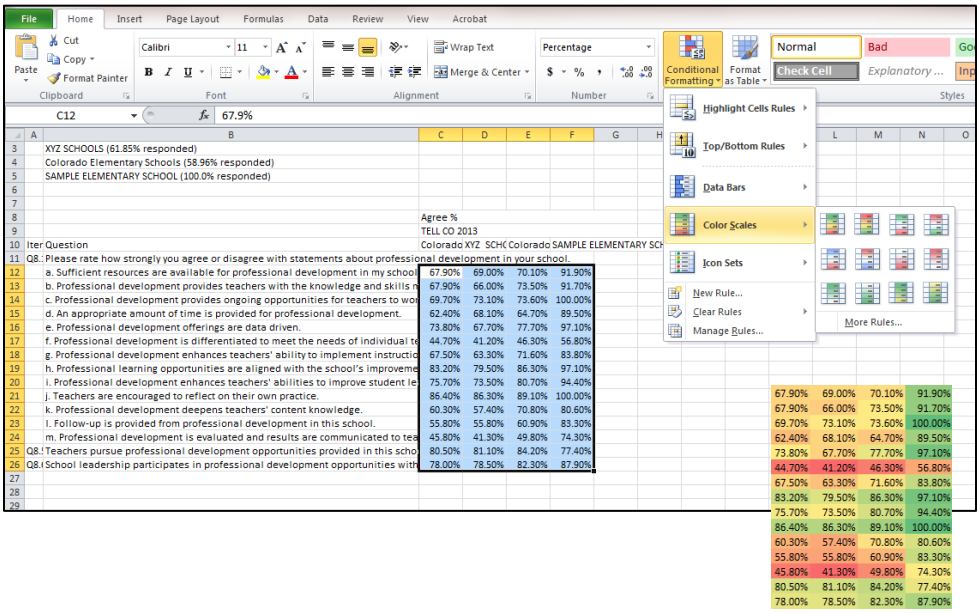


Color Coding your Excel Spreadsheet



Tip: For some versions of Excel, make sure your %s are displaying as numbers rather than text. Select the call to convert, then hit the "!" button and convert

Directions: Select the cells to be formatted. Click on Conditional Formatting. Select the first option (green – yellow – red color scale) under "Color Scale" and look at the colors pop out!



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Accessing Your School Level TELL Data in Excel Format

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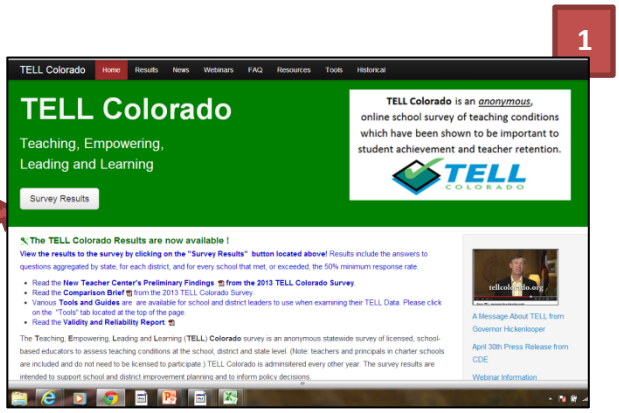

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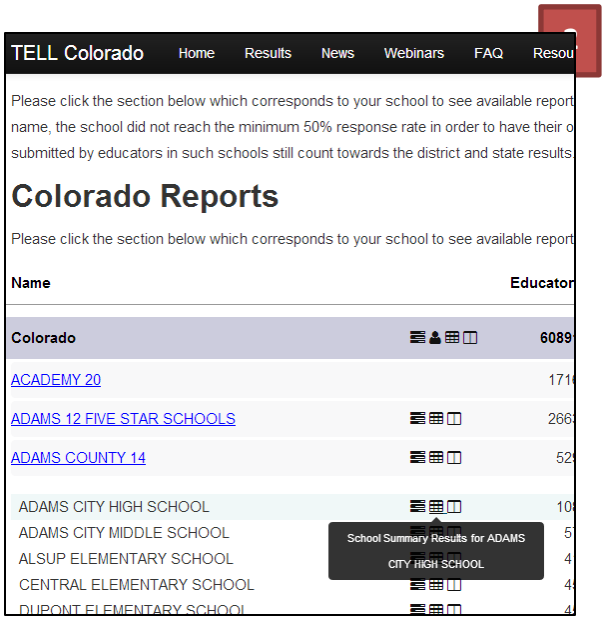

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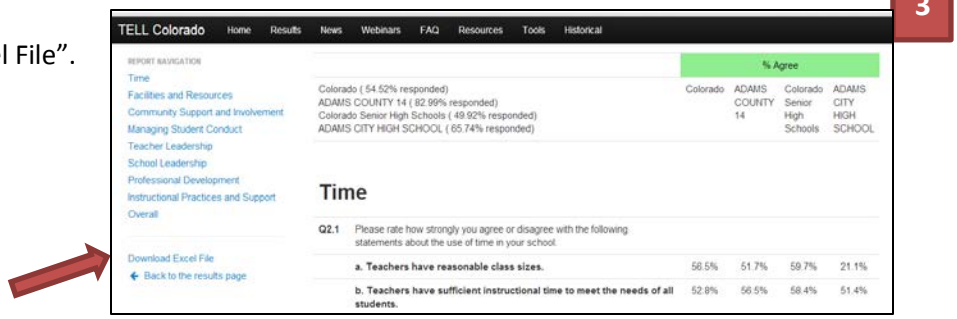

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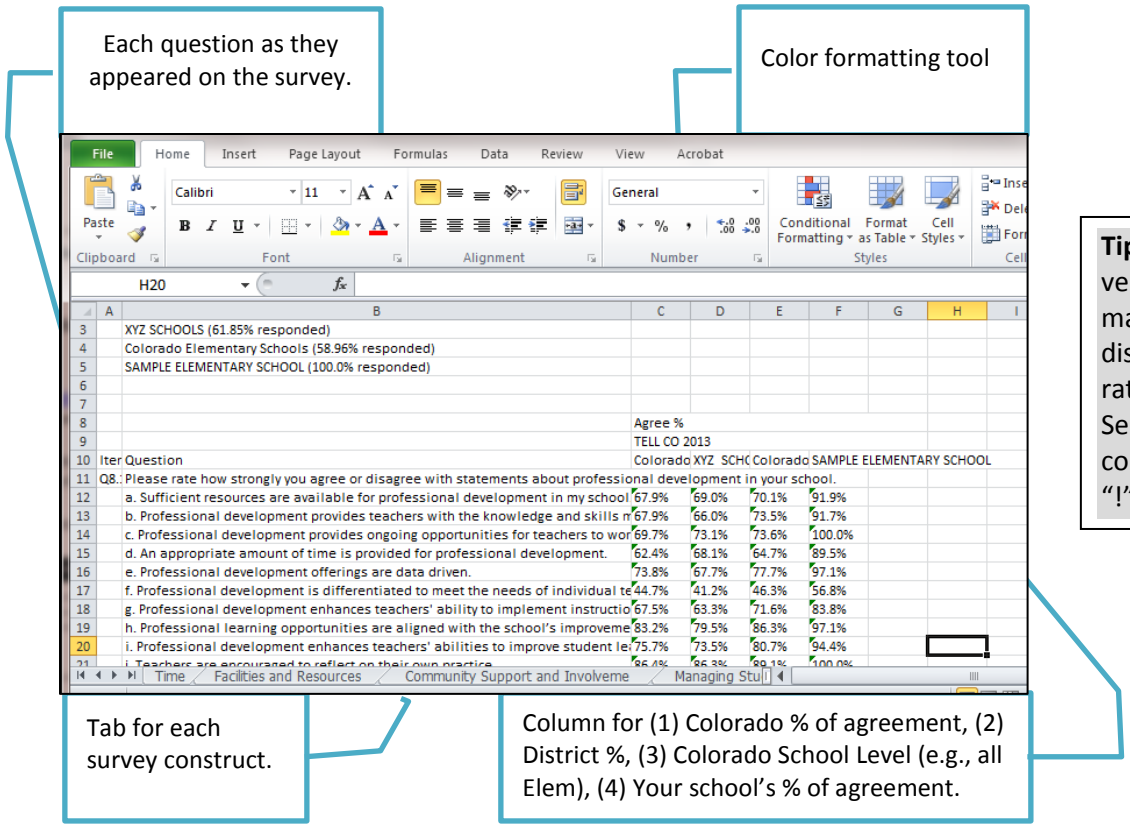
Color Coding your Excel Spreadsheet



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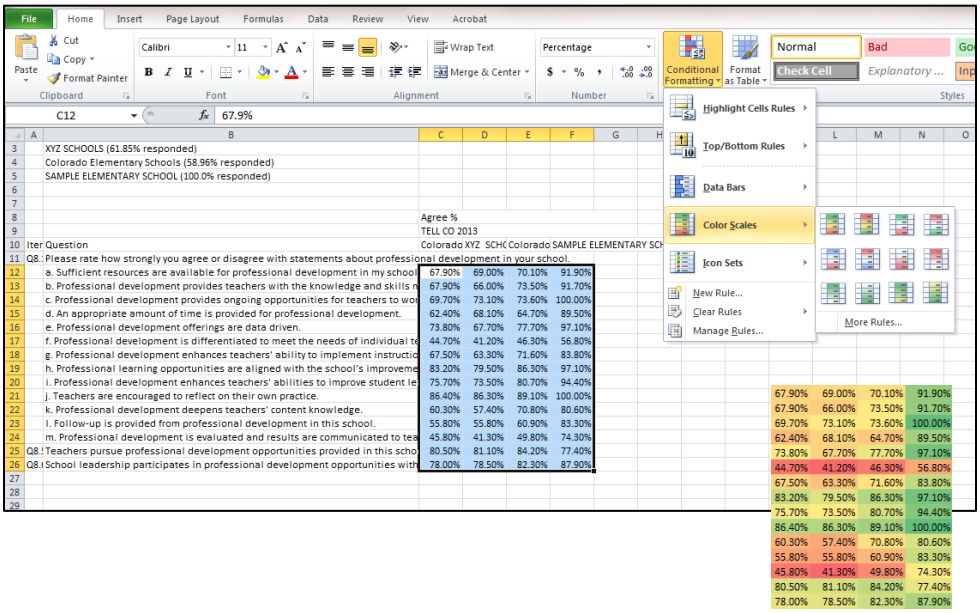
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