UIP during the State Assessment Transition: Fall 2014

Norms

- Be present, participate, and engage fully.
- Listen to learn, limit side conversations.
- Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion).
- Pay attention to signals to rejoin the whole group – hand-raising.
- Move and engage as a key learning strategy.
- Practice and self-organize table groups; name a facilitator, recorder, reporter and time keeper.
- Use effective communication and exploratory language: paraphrase, clarify, summarize, question, and invite thinking.
- Suspend judgment, live in curiosity.
- Reflect continuously, complete evaluations and reflections.
- Provide feedback and post questions on the “Parking Lot.”
- Pay attention to what has meaning for you.
- Commit to follow-through.

UIP during the State Assessment Transition

8:30 am- 4:00pm
October 3rd (Pueblo) and October 21st (Denver Metro)

Session Description

Provided in partnership with the Center for Transforming Learning and Teaching (CTLT), this session will focus on: 1) Implications for Unified Improvement Planning (UIP) for the 2014-15 school year during the state transition to a new assessment system, and 2) Incorporating K-3 literacy assessment results into the UIP as required by the READ Act. Participants will be introduced to guidance and receive support on establishing UIP performance targets for the 2014-15 and 2015-16 school-years (while state assessment data being provided by CDE is changing). The session will also include hands-on practice analyzing data and developing performance targets in the following areas:

- K-3 Reading (using interim assessment results),
- English Language Proficiency Growth (using median growth percentiles and newly available adequate growth percentiles produced from ACCESS results),
- Postsecondary and Workforce Readiness, and
- Academic Achievement and Growth (selecting from one of three state options).

Session Outcomes

- Describe the current components of and timelines for the state transition to a new assessment system and implications for accountability and Unified Improvement Planning (UIP).
- Identify and use newly available and updated resources available from CDE to support Unified Improvement Planning (e.g., UIP Guidance for Small Systems, UIP Handbook v 5.0, UIP Quality Criteria v 4.0, DISH).
- Develop a plan for setting performance targets for academic achievement and academic growth during the state assessment transition.
- Interpret ACCESS for ELLs performance metrics and newly available growth metrics for UIP data analysis and target setting.
- Describe READ Act requirements regarding incorporating K-3 literacy assessment results and associated action steps into UIP.
- Incorporate K-3 literacy assessment results into data analysis, target setting and progress monitoring of UIP implementation.
- Identify options for incorporating action steps identified for READ Act compliance in the UIP.
- Use a variety of postsecondary and workforce readiness metrics for data analysis and target setting.

Revisions to the UIP Template
2014-15

Based upon feedback from the field and lessons learned through reviews of last year's plans, CDE has modified the Unified Improvement Plan (UIP) template for 2014-15. As requested by the field, the changes to the template were kept to a minimum.

Section/Item	Revision	Rationale
All	• **Updates to Dates.** This includes references to the relevant years.	• References to the current year were updated to 2014-15. The revised template signifies that 2014-15 and 2015-16 school years are covered.
Pre-populated Report	• **Title III AMAO I and II definitions and reporting (District level only)**	• Expectations for AMAO 2 will change to 12% target.
	• **Removed references to CSAP**	• With three years of TCAP data, CSAP assessment results are no longer utilized in accountability calculations.
	• **English Language Proficiency**	• Removal of language describing MGP expectation as 50. With more than one year of ACCESS data, the adequate growth metric is available.
	• **School Improvement Support Grants (School level only)**	• Schools receiving a School Improvement Support (SIS) grant are expected to meet some grant expectations through the UIP process, specifically through the data narrative and action plans. Further detail will be available in the Quality Criteria.
	• **Diagnostic Review Grants (School level only)**	• Schools receiving a Diagnostic Review and Planning Grant are expected to include a summary of the review, and how the review results and planning activities impacted the data narrative and the action plan. Further detail will be available in the Quality Criteria.
Target Setting Form	• **Directions Update**	• Change in directions to accommodate the state assessment transition.
Addenda Forms	• **Title I School-wide (School level only)**	• Optional. • Removed Assurances Column. • Restructured the ten elements of a school-wide program.

Special Note about the Online UIP System

CDE is pleased to announce that an online version of the UIP will be available in fall 2014. Use of the system will be available to all schools and districts, but participation is completely optional at this time. The MS Word templates will still be available and submitted through Tracker. More information about the new UIP online system features is available on the CDE website at: http://www.cde.state.co.us/uip/uipoverview.

Overview

Based on feedback and support from the field, the Colorado Department of Education has created an online system to generate and maintain both district- and school-level Unified Improvement Plans (UIP). This document provides an overview of the online system, including a timeline of the development phase, anticipated features and identity management.

CDE will introduce the online system using a phased-in implementation approach. The system will be available to all districts and schools, however participation is voluntary during the first year of implementation (2014-15). Paper-based templates (MS Word) will still be available during this transition period. Districts and schools interested in adopting the online system are encouraged to attend a demonstration of the system in fall 2014. Additional online system demonstrations will be available throughout the 2014-15 school year, so others can explore the system or opt-in later in the year.

Timeline	Activities
April 2014	CDE launches Online UIP System development process with external implementation partner (Vertiba)
November 2014	Online UIP System demonstrations and training for early adopters
November 2014	Online UIP System goes live to all districts and schools (optional participation)
November 2014	CDE populates customized directions and pre-populated reports (Section I) in Online UIP System

Highlights of the Online UIP System

- **Structure of the Online UIP System template**
  - UIP will have a more streamlined look and feel.
  - Connections will be made dynamically throughout the online system between priority performance challenges, root causes, and major improvement strategies.
  - UIP template updates (e.g., version changes from year to year) will occur automatically.
  - Required addenda will automatically attach to the UIP based on program information.
  - The final output of the plan that will be posted on SchoolView will have a different look, including an executive one-page summary of the plan (i.e., listing of priority performance challenges, root causes, major improvement strategies). The pre-populated report and worksheets will not be included in the final output.

- **Submission and Communication Features**
  - Districts will submit district & school UIPs for review and public posting, eliminating the Tracker System.
  - Districts can utilize a "chat" feature to communicate with schools and CDE.

- **Document Management Features**
  - Once a UIP is submitted for public posting, the online system will store that UIP for all future years.
  - Users will be able to populate some information from past UIPs to support refreshing the plan (e.g., targets copied into the "progress monitoring of the previous year's targets" worksheet).

- **Reporting Features**
  - A dashboard will provide summary level information regarding both district- and school-level UIPs. This will include customized timelines.
  - CDE can generate reports using UIP data (e.g., types of root causes, major improvement strategies) across multiple districts and schools.
- **Review Features**
  - Districts can review school plans in one place.
  - Districts can monitor school plans' progress.
  - CDE will share review feedback for districts and schools on the accountability clock, eliminating the Tracker System.

Identity Management

- In November 2014, district Local Access Managers (LAMs) will receive detailed information and documentation regarding licenses and identity management.
- The Online UIP System operates on a platform that requires individual licenses for each user within the system. Each school and district will receive at least two licenses. Larger systems may receive additional licenses.

Potential Implications of the Online UIP System

- Because CDE will manage both the online UIP system and paper UIPs for the 2014-15 school year, some supports from the state may be limited. CDE will determine later, with feedback from the field, on how long to maintain both systems.
- To maximize technology, the look and feel of the online UIP system will be different from the paper UIP.
- Small, rural districts[i] writing combined plans for the districts and its schools must notify CDE to generate a specialized template.
- Growing pains that occur with implementing a new system (e.g., users will need to learn how to use the new system).
- The process of writing the narrative in the UIP has become more structured, and may take some experimentation to completely master. This structure should eventually make writing the narrative more clear and streamlined.
- While the online UIP system is designed to populate the plan from the previous year, this option will not be available the first time a school/district uses the system. The school/district needs to enter the plan and then that data will be available for import in subsequent years.

[i] i.e., less than 1000 students; 1000-1200 students with CDE approval

Where can I learn more?

- Email: UIPhelp@cde.state.co.us
- Visit the CDE Unified Improvement Planning webpage: http://www.cde.state.co.us/uip

COLORADO
Department of Education

Revisions to the UIP Quality Criteria
2014-15

Based upon feedback from the field and lessons learned through reviews of last year's plans and programs meeting accountability through the UIP, CDE has modified the Unified Improvement Plan (UIP) quality criteria for 2014-15.

Accountability Area	Revision	Rationale
Section III: Priority Performance Challenges (District and School)	**Priority Performance Challenges criteria has been expanded.**	Districts and schools may need to consider including testing participation rates or testing administration when identifying priority performance challenges, if plan type/accreditation was lowered due to these factors.
Colorado READ Act (District and School)	**Requirements added for Districts and Schools.**	Districts and schools must identify the targets and strategies that will be used to address the needs of K-3 students identified with a significant reading deficiency.
Title III – Program Improvement (District)	**Data Narrative directions have been expanded.** Criteria added that requires identification of scientifically research-based strategies.	Based upon CDE reviews of district UIPs in 2014-15, many plans did not describe the scientifically research-based strategies that will be employed to improve the English language development and academic achievement of English learners.
Colorado Graduation Pathways (CGP) (District)	**Resources expectations expanded.**	Differentiates how schools will use funds to support action steps in 2014-15 and sustain action steps in 2015-16.
Title I Diagnostic Review and Planning Grant (School)	**Diagnostic Review and Planning Grant requirements for schools receiving the grant.**	Schools receiving a Diagnostic Review Grant must update the school-level UIP based on the results of the Diagnostic Review.
Title I School Improvement Support Grant (School)	**School Improvement Support Grant requirements for schools receiving the grant.**	Schools receiving a School Improvement Support Grant must update the school-level UIP based on the results of the diagnostic review. The plan must also include strategies supported by the grant funds.

UIP Handbook Version 5.0 Excerpts

WRITE, REWRITE OR UPDATE

One of the first decisions a planning team must make is if they need to write, rewrite or update their UIP.

- *Write a New Plan.* If the school or district did not have a UIP in the prior year (i.e., new schools), the team will write a new plan. Given some of the unique circumstances of writing a UIP for a new school (e.g., absence of an SPF, limited or no trend data), additional guidance is available to new schools at: http://www.cde.state.co.us/uip/supplementalguidance_newschools_2013pdf

- *Re-Writing a Plan.* Rewriting is similar to writing a new plan but applies to schools that have had a plan in previous years and should have student performance data to draw upon. This approach requires planning teams to fully engage in every planning step as if they did not have a plan the prior year. Some conditions that could lead a planning team to rewrite their UIP include: new leadership at the school that is not invested in the prior plan; limited or no staff involvement in development of the prior plan; performance results that suggest no improvement or a decline in performance; a plan that is out of step with current improvement strategies as enacted in the school or district; significant changes in resources (positive or negative) to implement improvement strategies; re-configuration of the school (e.g., combining two schools, grade level re-configuration), and/or feedback from the district, state or community stakeholders that suggests the plan needs substantial revision.

- *Updating the Plan.* Updating entails tweaking or building upon the plan from the prior year. Updates include updating the data narrative (e.g., progress on previous year's targets, including recent data in the trend analysis), updating targets and updating the action plan. Some of the guidance in this handbook is described through the perspective of schools and districts that are writing or rewriting plans. Schools and districts engaging in the updating process will need to determine what applies in their context.

(UIP Handbook, page 5-6)

Step One: Review Current Performance

In schools/districts that have a UIP from the prior year, planning teams should also consider the performance targets set for the prior academic year, whether or not the targets were met, and what this might mean for the effectiveness of their major improvement strategies. Teams can use the optional Progress Monitoring of Prior Year's Targets Worksheet to support this analysis which prompts teams to capture the following: 1) the targets from the prior year; 2) whether the target was met, and/or how close the school/district was to meeting the target; and 3) a brief reflection on why previous targets were met or not met, including the degree to which current performance supports continuing with current major improvement strategies and

action steps. In the second year of use, the online system will automatically populate the previous year's targets into this worksheet. In the first year (since the previous year's targets are not yet embedded in the online system), planning teams will need to enter this information on their own.

Planning teams can then use the information captured in the Progress Monitoring of Prior Year's Targets Worksheet to help them describe their reflections on the effectiveness of prior year's major improvement strategies in their data narrative. In the data narrative, teams should indicate whether or not each target was met. If the target was met, the team should describe if this is this worth celebration, and whether the target was rigorous enough. If the target was not met, the team should consider how far the school/district was from meeting the target, and use this information in prioritizing performance challenges for the current and next year (see below). The team should also consider the information captured in this worksheet in setting additional annual targets and in determining if the prior year's major improvement strategies and action steps are having the desired effects on student learning and/or if major improvement strategies and action steps have been implemented with fidelity (see below). Note: teams should avoid the temptation to use this analysis as the sole factor in making decisions about subsequent targets, priority performance challenges and major improvement strategies.

(UIP Handbook, p. 12-13)

Step Two: Identify Notable Trends

. . . Planning teams updating their UIP should start with their existing trends, look at the most recent performance data, add it to their trend statements, and determine if the direction and magnitude of the trends remain the same. Teams should then determine which trends are notable by using criterion (e.g., minimum state expectations) or normative (e.g., comparing to district-wide) data. It is recommended that the trends are written in the UIP as "notable trend" statements.

(UIP Handbook, p. 15)

Step Three: Prioritize Performance Challenges

. . .When updating a plan from a prior year, planning teams should first consider if the most recent performance data suggests a need to revise priority performance challenges (e.g., did performance improve to the degree that an existing priority is no longer a challenge? Have other performance challenges become a higher priority?). If warranted, the team can then revise the priority performance challenge.

(UIP Handbook, p. 18)

Incorporating External Reviews into Root Cause Analysis

If schools/districts have had an external review (e.g., diagnostic school review), the findings from that review should be incorporated into the root cause analysis process between steps 3 and 4. Local staff may want to brainstorm possible explanations for their priority performance challenges before they consider the findings of external reviews. Then they can compare the findings to the list they have generated. This may facilitate greater staff buy-in for identified their root causes. External review findings may also be part of the data planning teams use to validate their root causes. *(UIP Handbook, p. 20)*

UIP Processes: Writing or Rewriting vs. Updating

UIP Process	Writing or Re-Writing	Updating
Gathering and Organizing Data	• Gather and organize data from a variety of sources. • Include key state performance data, for the last three to five years. • Gather additional local data from the prior school-year including: local assessment results, demographic data, school/district process data, and stakeholder perception data.	• Gather most recent state performance data (from prior school-year). • Same for gathering local data.

Reviewing Current Performance Summary	• Review school/district performance from the prior school year.
	• Consider SPF/DPF overall plan type assignment, and performance for each performance indicator and sub-indicator.
	• Determine for which indicators and sub-indicators performance did not meet minimum state expectations and/or local expectations.
	• Determine the magnitude of the performance challenge overall.
		In addition:
		• Review progress made towards performance targets set for the prior year.
		• Determine whether each target was met, and/or how close the school/district was to meeting the target.
		• Reflect on why previous targets were met or not met.
		• Determine the degree to which current performance supports continuing with current major improvement strategies and action steps.
		• If prior targets were not met?
		  ○ Did we implement the plan and it didn't result in improvement? This suggests a need to substantially revise the plan.
		  ○ Did we fail to implement the plan? Determine why.

Describing Notable Trends	• Collaboratively analyze and interpret three-five years of performance data, considering each of the performance indicator areas: Academic Achievement (status), Academic Growth, Academic Growth Gaps, and Post-secondary and Workforce Readiness (high schools only). • Consider all state required data reports and any available local performance data for each indicator area. • Identify and capture notable trend statements.	Use trends from prior years plans, and update them: • Consider most recent performance data. • Add to existing notable trends to reflect most recent performance data in each indicator area. • Determine if most recent performance data changes the direction or magnitude of the notable trends.
Prioritizing Performance Challenges	• Identify which trends represent challenges for school performance. • Combine similar trends into performance challenges. • Select performance challenges that represent the magnitude of the overall performance challenge for the school/district. • Prioritize the three to five most important performance challenges. • Include at least one priority for each performance indicator area where the school/district performance did not meet minimum state expectations.	Review existing priority performance challenges: • Determine if most recent performance data suggests a need to revise priority performance challenges (e.g. did performance improve to the degree that an existing priority is no longer a challenge? Have other performance challenges become a higher priority?) • Revise priority performance challenges if warranted.
Identify Root Causes	• Focus on a priority performance challenge or related priority performance challenges. • Considering the context (most recent school year), brainstorm explanations for the priority performance challenge and categorize like explanations together. • Apply criteria to narrow to actionable explanations.	Review existing root causes: • Determine if/which existing root causes have been addressed and to what degree. Have associated priority performance challenges been eliminated, or reduced? • Revise root causes for continuing priority performance challenges if they have been addressed and the challenge has not been

	• Deepen thinking to get to root causes. • Validate root causes with other data.	eliminated or reduced. • Follow the process for identifying root causes for new/substantially revised priority performance challenges.
Set Performance Targets	• Focus on a priority performance challenge and associated metric. • Identify a comparison point (consider state expectations) against which to compare current performance. • Determine a timeframe to meet expectations and the progress needed in the next two years. • Describe performance targets for the next two years.	Update performance targets: • For continuing priority performance challenges, update performance targets to reflect current performance (if met set a higher target for this year) and add another year to the performance targets. • For new/substantially revised priority performance challenges, set performance targets.
Identify Interim Measures	• For each performance target, identify aligned interim measure(s) of student performance administered more than once during the school year. • For each interim measure, determine what metric(s) will be reviewed and when.	Same
Identify Major Improvement Strategies	• Identify major improvement strategies that respond to root causes of priority performance challenges. • Determine the specific action steps in which local stakeholders will engage during the next two school years to implement the action steps. • Specify who will execute each action step, what resources will be used, and when action steps will be completed.	For continuing priority performance challenges and root causes, update existing major improvement strategies: • Update the status of all action steps, noting those that were completed in the prior year. • Review action steps that have not been completed to determine if they need to be updated. • Identify additional action steps that needed to fully implement the major improvement strategy in the coming two years.

		Determine if new/substantially revised priority performance challenges and/or root causes suggest the need for a new major improvement strategy. (Note: every root cause needs to be addressed by a major improvement strategy). If yes, identify a new major improvement strategy. If a major improvement strategy has been fully implemented, remove it from the plan.
Identifying Implementation Benchmarks	• For critical action steps, determine what measures of adult actions (process and perception data) will be used to check on the fidelity of implementation.	• Review all implementation benchmarks for continuing major improvement strategies to determine if they are still appropriate. • Identify additional major improvement strategies for new critical action steps (for continuing and newly identified major improvement strategies).
Monitor the progress of the implementation of the plan	Throughout the school year, and at least once per quarter, planning teams and accountability committees: • Check on the results of interim measures to determine if progress is being made towards performance targets. • Check on implementation benchmarks to ensure action steps are being implemented.	Same

Overview

In 2014, the Colorado legislature provided added flexibility for small, rural schools and districts. Eligible schools and districts with a plan type of Performance or Distinction may adopt and publicly post their Unified Improvement Plan (UIP) biennially (every other year). CDE is offering this flexibility on a rolling basis, beginning in the 2014-15 school year. The bill also clarified some features of the READ Act.

Frequently Asked Questions

How is a small, rural district defined for this flexibility?

The definition of small, rural districts eligibility for the flexibility is specified in C.R.S. 22-11-303 (4) (b) which considers the geographic location, number of students enrolled (i.e., less than 1200 students) and distance from large, urban areas. For a full listing of eligible districts, go to the CDE website at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources

What happens if our district or school slips into an Improvement rating or lower?

According to the bill, the school or district must maintain a plan type of Performance or Distinction to retain the flexibility. Therefore, a school or district that slips to a lower rating (i.e., Improvement, Priority Improvement, Turnaround) must submit the UIP for public posting that same school year. The timeline for each plan type can be viewed in the table below.

UIP Posting Timeline for Small, Rural Schools and Districts

Finalized Plan Type	Annual Submission	Submission Dates
Performance or Distinction	Biennial (every other year)	April 15 (public posting) every other year
Improvement	Annual	April 15 (public posting) every year
Priority Improvement or Turnaround	Biannual (twice a year)	January 15 (CDE review) and April 15 (public posting) every year

Since consistent School and District Performance Frameworks will be available in fall 2014 and formal 2015 School or District Performance Frameworks will not be created, can we post our 2-year UIPs in 2014-15 and skip posting an updated plan in 2015-16?

Yes, districts decide when to exercise this flexibility. CDE will accept updated plans for posting at any time. In anticipation of the state assessment transition, it may be more meaningful for some districts to update their plans in 2014-15 when more state level data is available. Keep in mind that the school or district must maintain a Performance rating over this entire time period.

As a small district, we take advantage of the flexibility to submit a combined plan (one UIP for the district and all of our schools). Does this biennial (every other year) submission change our ability to use a combined plan?

Small, rural districts may still submit a combined plan. However, the entity with the lowest rating will determine the timeline. For example, a district with a Performance rating with all schools at Performance may submit a combined plan every other year. If one of the schools drops to an Improvement plan type, then the combined plan must be submitted annually. The district may opt to create a separate plan for the school with an Improvement plan type (submitted annually) and retain the biennial flexibility for the district and remaining schools.

What are the two provisions of HB 14-1204 in regards to implementation of the READ Act?

First, the bill provides an expanded use of per-pupil intervention funds from the READ Act. The bill allows small, rural districts to purchase the services of a literacy specialist from a BOCES to provide professional development in literacy or other supports for implementation of the READ Act. The bill also allows a BOCES to apply for the Early Literacy Grant program on behalf of member districts.

Where can I learn more?

- Email: UIPhelp@cde.state.co.us
- Visit the CDE Unified Improvement Planning webpage: http://www.cde.state.co.us/uip
- Contact the CDE Early Literacy staff: http://www.cde.state.co.us/coloradoliteracy/contactus

District Dashboard (DISH) Overview

The District Dashboard (DISH) is a series of data visualization tools that provide graphs of data currently available at the state level about an individual district over time. The data and displays are organized into a series of tabs described below.

Demographics
This tab includes basic district information, number of schools, annual enrollment, student demographics (2010-2014), Attendance and Mobility Rates (2009-2013), and district Leadership and Teacher Information for the 2012-13 school year (based on the HR Data Collection).

Fiscal
The fiscal information presented about the district includes the following: General Fund Balance Trends, Financial Summary, Total Adjusted Program Funding, Total Adjusted per Pupil Funding, and Grants.

Accountability
This tab includes all of the data presented in the district performance framework reports from 2010 through 2014.

Performance
The Performance tab provides graphs with (1) percentage of students proficient and advanced (line), and (2) median and adequate growth percentile (bar) over time. It includes filters which make it possible to view data by content area, school level (EMH), and disaggregated student group (all, ELL, FARM Eligible, FRL, IEP, Minority) for the 2010-2014 academic years.

Time Lapse
The graphical display in this tab makes it possible to view growth (median growth percentiles) and achievement (percent proficient and advanced) over time in a single display. It includes filters to view this performance data by content area, school level (EMH) and disaggregated student groups (all, ELL, FARM Eligible, FRL, IEP, Minority) for the 2004-2014 academic years.

Postsecondary and Workforce Readiness (PWR)
View graduation rates, completion rates, and dropout rates. Use filters to view data by disaggregated student groups (all, ELL, FRL, IEP, Minority) for 2010-2013 academic years and compare to state averages. View average ACT scores (composite, English, Math, Reading, and Science) for 2010-2014.

Like District Locator
This tool allows you to identify districts that are similar in demographic composition. Filters include the following: Accreditation Rating (2013), Percent Minority, Percent Free and Reduced Lunch Eligible, Percent English Language Learners, Percent Special Education.

Compare

This tab allows you to compare two school districts side by side. Compare districts by accreditation rating, student profile, school finance, and achievement for the most recent academic year.

The list below outlines several questions that you may have while using the district dashboard. If you have other questions not listed in this FAQ, please contact Hai Huynh athuynh_h@cde.state.co.us.

What is the district dashboard?

The district dashboard is a unique tool that aggregates demographics, performance, financial, and accountability data, and displays this data for longitudinal data analysis. The tool also features interactive displays to help analyze and compare student performance data.

How do I navigate around the tool?

Select a district by using the dropdown menu. Use the tabs above the dashboard to navigate through various data. Or, use the green arrows to jump from tab to tab. Additional instructions are available by hovering over the blue circle on the Summary tab.

Which browser should I use to view the district dashboard?

The latest version of Chrome, Firefox, and Safari provide the best user experience.

Is there a plug-in required to see the district dashboard?

No plug-ins are required, but you will need a browser with JavaScript enabled.

Does the district dashboard work on a Mac?

Yes, the district dashboard is compatible with Macs, as long as you use any of the following browsers: Firefox, Chrome, or Safari.

Can I use the district dashboard on my iPad or tablet device?

Yes, the district dashboard is compatible with your tablet's browser. Loading performance is slightly slower on tablet device. Fast data connections improve loading performance.

Can I print the district dashboard?

You can print the district dashboard. View district dashboard printing instructions.

How frequently is data updated?

Data is updated on an on-going basis; the dashboard is updated as soon as new data is made public.

How do I know where the data is from?

Data citation is available under each graph header.

Who do I reach out to if the data looks incorrect?

Please send an email to Hai Huynh at huynh_h@cde.state.co.us with details of the issue.

Can I get notifications of updates?

On the Summary tab, there's a link to sign up for updates.

How do I analyze data within the Accountability tab?

The Accountability tab shows data for 1-Year, 3-Year and Official ratings. Use the 'Data Time Span' selector to select between these data options. Selecting Official will show all the official ratings for a district. Select 1-Year or 3-Year to analyze performance over time.

On the Performance tab, how do I interpret the growth graph?

The visualization shows the median growth percentile (MGP) and median adequate growth percentile (MAGP) for the past five years. Use the filters on the right hand side to select data for the desired student group. If the median growth percentile (the yellow bars) exceed the median adequate growth percentile (the blue bars), that means the district is making adequate growth. Conversely, if the blue bars exceed the yellow bars, that indicates the district is NOT meeting adequate growth.

How do I use the Time Lapse tab?

The Time Lapse tab shows growth and achievement data over time. Start by selecting the desired student group from the filters on the right hand side. To see performance over time, use the right arrow under Academic Year; click the right arrow to move forward in time and the back arrow to move back in time. Historical data is shown in a lighter hue, while current data is shown in a darker hue.

SUPPORTING School and District Accountability during the 2015 Assessment Transition

Overview of HB 14-1182

As Colorado implements new standards and assessments, some adjustments will need to be made to the state's accountability system. The greatest impact will come in the spring of 2015 with the transition from the reading, writing and mathematics Transitional Colorado Assessment Program (TCAP) assessments to the Colorado Measures of Academic Success (CMAS) assessments that include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English language arts and mathematics.

House Bill 14-1182 was passed in 2014 to address the impact of the 2015 assessment transition on school and district accountability.

Background

New, rigorous learning expectations, the Colorado Academic Standards, are now in place in all Colorado classrooms. The goal of the new standards is to prepare all students for success in college and careers. New state assessments are needed to measure student progress towards meeting the new expectations: new standards require new assessments.

These new assessments provide feedback on student performance in relation to the new expectations. The CMAS assessments include Colorado-developed science and social studies assessments and PARCC-developed English language arts and mathematics assessments. In addition, there will be new alternate assessments for students with significant cognitive disabilities. These new assessments introduce a higher baseline for student learning: new assessments bring new student scores.

A large part of Colorado's educational accountability system is based on the results from state assessments; implementing new state assessments has an impact on district and school accountability. To ensure the validity and fairness of our accountability frameworks (the District and School Performance Frameworks (DPF/SPF)), HB 14-1182 outlines adjustments to the education accountability system during the assessment transition period.

HB 14-1182

Per the new legislation, 2015 school plan type assignments and district accreditation ratings will be based on:

- 2014 school plan type assignments and district accreditation ratings[1]

Accountability Timeline 2014-2016*

- August 2014: Preliminary 2014 SPF/DPF reports shared with districts
- September - November 2014: Districts submit requests to reconsider for 2014 plan types
- December 2014: Final 2014 SPF/DPF reports public
- Spring 2015: New CMAS PARCC assessments administered
- Summer/fall 2015: PARCC standard setting process
- Fall 2015: Preliminary 2015 school and district plan types released to districts (based on 2014 ratings, participation and assurances)
- October 2015: PARCC achievement results released to districts and public
- October - December 2015: Requests to reconsider for 2015 plan types
- February/March 2016: Final 2015 plan types and accreditation ratings made public
- Spring 2016: Informational SPF/DPF reports shared with districts and schools, using PARCC results and enhanced frameworks
- September 2016: Preliminary 2016 SPF/DPF 2.0 framework reports released to districts

* Timeline and dates are based on the best understanding of the assessment timelines, to date. Please note that they are subject to change.

[1] 2014 ratings will use elementary and middle level CMAS science and social studies results for participation only and not achievement.

- 2015 assessment participation rates
- Accreditation assurances (for districts)
- Optional: 2014-15 student performance data (aligned with the Colorado Academic Standards) or postsecondary workforce data that districts may optionally submit through the request to reconsider process

The legislation also allows more flexibility for the State Board of Education to identify additional options for schools entering Year 5 of the accountability clock during 2015-16.

2015 School and District Performance Frameworks

Because of the state assessment transition, CDE will not produce official 2015 School and District Performance Frameworks. Instead, preliminary school plan types and district accreditation ratings will be assigned in the fall of 2015 using the criteria listed above. After a more in-depth request to reconsider process during the fall and winter, school plan types and district accreditation ratings will be finalized and publicized in the late winter of 2016.

Informational framework reports incorporating results from CMAS assessments (both PARCC-developed English language arts and math and Colorado-developed science and social studies) will be provided for educator use in the spring of 2016. This will help districts and schools better understand their performance on the new assessments. Additionally, these informational reports will provide a preview of other adjustments the department is making to improve the frameworks (SPF/DPF 2.0) based upon feedback from the field.

Request to Reconsider Process

For 2015 ratings, the request to reconsider process will be an opportunity to share more recent and aligned performance data with the state. As less state performance data will be available in August 2015 than in prior years, the 2014 ratings will serve as the basis for the 2015 ratings. However, districts and schools may have more recent local student performance data to share with the state. This additional data will help the state to determine the most appropriate plan types for schools and districts.

In submitting a request to reconsider for a different school plan type or district accreditation rating, districts will be able to submit results on local assessments (aligned with the Colorado Academic Standards). Templates for submitting local data and guidelines for performance expectations will be available for this process by the fall of 2015. Districts may also submit more recent postsecondary and workforce readiness data.

The reconsideration process is expected to begin in October 2015 and end in January 2016. Districts may begin working with CDE earlier in the school year to receive help in preparing data for a submission. The department will wait to make decisions on requests and assignment of final district accreditation ratings and recommendations for school plan types until the CMAS PARCC assessment results are available.

Accountability Clock

HB 14-1182 does not pause or stop the accountability clock for schools or districts during the assessment transition period. The assessment transition will affect schools and districts identified for Priority Improvement and Turnaround in different ways, based on the year they are entering on the clock.

- Schools and districts entering Year 5 of the state accountability clock on July 1, 2015 will be subject to action by the State Board of Education on or before June 30, 2016. While this timeline will have been set prior to the

2015 ratings, the board will be able to consider the results of the 2015 transitional ratings prior to making a determination of recommended actions.

- School and districts entering Year 4 of the state accountability clock on July 1, 2015 may enter Year 5 based on the 2015 ratings. Thus, it is imperative that a careful review of 2015 student performance results be completed to determine if the 2014 rating is the most appropriate to use.

Colorado law requires that the State Board of Education recommends specific action for any school, institute or district remaining on a Priority Improvement or Turnaround plan for five consecutive years. For the 2015-16 school year, and for ratings given in the 2015-16 school year, HB 14-1182 allows the State Board of Education to recommend an action NOT specified in statute but still having a "comparable significance and effect."

Schools assigned and districts accredited with a Priority Improvement or Turnaround plan will continue to receive differentiated support from the Colorado Department of Education (CDE) during the transition year and beyond.

Unified Improvement Planning

To date, the current Unified Improvement Planning (UIP) timelines are scheduled to remain in place. Key deadlines include:

- Jan. 15, 2016 for the CDE review of Priority Improvement and Turnaround plans.
- April 15, 2016 for public posting of school and district plans.

In keeping with the UIP as a continuous improvement process, plans should continue to be implemented, monitored and adjusted based on the data that is available. During the transition year, it will be useful for schools and districts to use local assessments that are aligned with the Colorado Academic Standards to update the data analysis and progress monitoring components (e.g., interim measures) of the plan. Target setting will also need some modifications. More guidance and trainings to support planning during the assessment transition will be available.

Educator Effectiveness

Additional legislation was passed during the 2014 legislative session addressing the impact of the assessment transition on educator evaluations. This legislation, Senate Bill 14-165, provides flexibility for districts/BOCES regarding the 50 percent measures of student learning/outcomes portion of the evaluation for the 2014-15 school year only. Teachers, principals and specialized service professionals will receive a rating/score for each standard, including the measures of student learning/outcomes standard. Districts have flexibility for the 2014-15 school year when determining how much weight the measures of student learning/outcomes standard counts in the educator's final evaluation rating. Districts can decide to weight the measures of student learning rating anywhere from 0-50 percent of the final rating. For more information, reference the Senate Bill 14-165 fact sheet listed below.

Where can I learn more?

- Senate Bill 14-165: www.cde.state.co.us/educatoreffectiveness/sb14165factsheet
- Accountability website: www.cde.state.co.us/accountability
- Priority Improvement and Turnaround Support: www.cde.state.co.us/accountability/performanceturnaround
- Unified Improvement Planning website: www.cde.state.co.us/uip
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

Implications of the State Assessment Transition for UIP Processes

UIP Processes	2014-15 UIP	2015-16 UIP	2014-15 Adjustments Needed	2015-16 Adjustments Needed
Dates for submitting UIPs to CDE for review (January 15) and public posting (April 15)	Unchanged	Unchanged		
Data Narrative: Trend Statements	No impact since there will be access to 2013-14 TCAP results	Interruption in tracking trends for Academic Achievement and Academic Growth		
Data Narrative: Priority Performance Challenges (PPC)	No impact	Some consideration since PPCs are based on trends		

UIP Processes	2014-15 UIP	2015-16 UIP	2014-15 Adjustments Needed	2015-16 Adjustments Needed
Data Narrative: Root Cause Analysis	No impact	Some consideration since root causes explain PPCs		
Setting Performance Targets	Impact for Academic Achievement and Growth because target setting involves looking forward to 2014-15 and 2015-16 CMAS results	Some impact – should be able to set targets for achievement, but growth and growth gaps may not be available		
Progress Monitoring: Interim Measures	Some considerations because of relationship to targets	Some considerations because of relationship to targets		

UIP Processes	2014-15 UIP	2015-16 UIP	2014-15 Adjustments Needed	2015-16 Adjustments Needed
Major Improvement Strategies and Action Plans	No impact	Some consideration since major improvement strategies are based on root causes		
Progress Monitoring: Implementation Benchmarks	No impact	Some consideration since implementation benchmarks are based on action steps		

Introduction

This document provides schools and districts with the most current information about how to approach the Unified Improvement Planning (UIP) during Colorado's state assessment transition (occurring during the 2014-15 and 2015-16 school years). As more information becomes available, guidance on UIP during the state assessment transition will be updated. However, the basic tenets will remain the same.

One additional state policy change will affect UIP during the same time period. The READ Act included provisions requiring schools and districts to begin including performance targets and improvement strategies related to K-3 literacy in improvement plans submitted during the 2014-15 school year.

This document provides options for local systems to customize their approach to improvement planning during this transitional time. It is intended to apply to all public schools in the state, including charter schools.

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Background on State Assessment System Transition and Accountability

Colorado is in the process of transitioning to a new state assessment system, the Colorado Measures of Academic Success (CMAS). New state assessments in science and social studies were administered at the elementary and middle school levels during the spring of 2014; the high school versions will be administered in fall of 2014. The new CMAS assessments in mathematics and English Language Arts (developed by PARCC) will be administered in spring 2015.

As with any large scale assessment transition, actual student results must be used to establish performance level cut scores. Therefore, the first year each new test is administered, districts will not receive CMAS results immediately; rather, the release of the student assessment results will be delayed for the first year in order to conduct this standard setting process.

It should be noted that the CMAS assessments are specifically designed to measure Colorado's new academic content standards. Therefore, performance levels for the CMAS assessments (including those developed by PARCC) will not have the same meaning as the performance levels for TCAP math, reading, writing, and science. Likewise, growth results may or may not be available for accountability, educator evaluations, improvement planning and/or reporting purposes during the first year of CMAS PARCC administration. If available, they may not be accessible until winter of 2016.

In light of the state assessment transition, during the 2014 legislative session, the state legislature passed HB 14-1182 to address the assessment transition impact on accountability for 2015. Per the new legislation, 2015 school plan type assignments and district accreditation ratings will be based on:

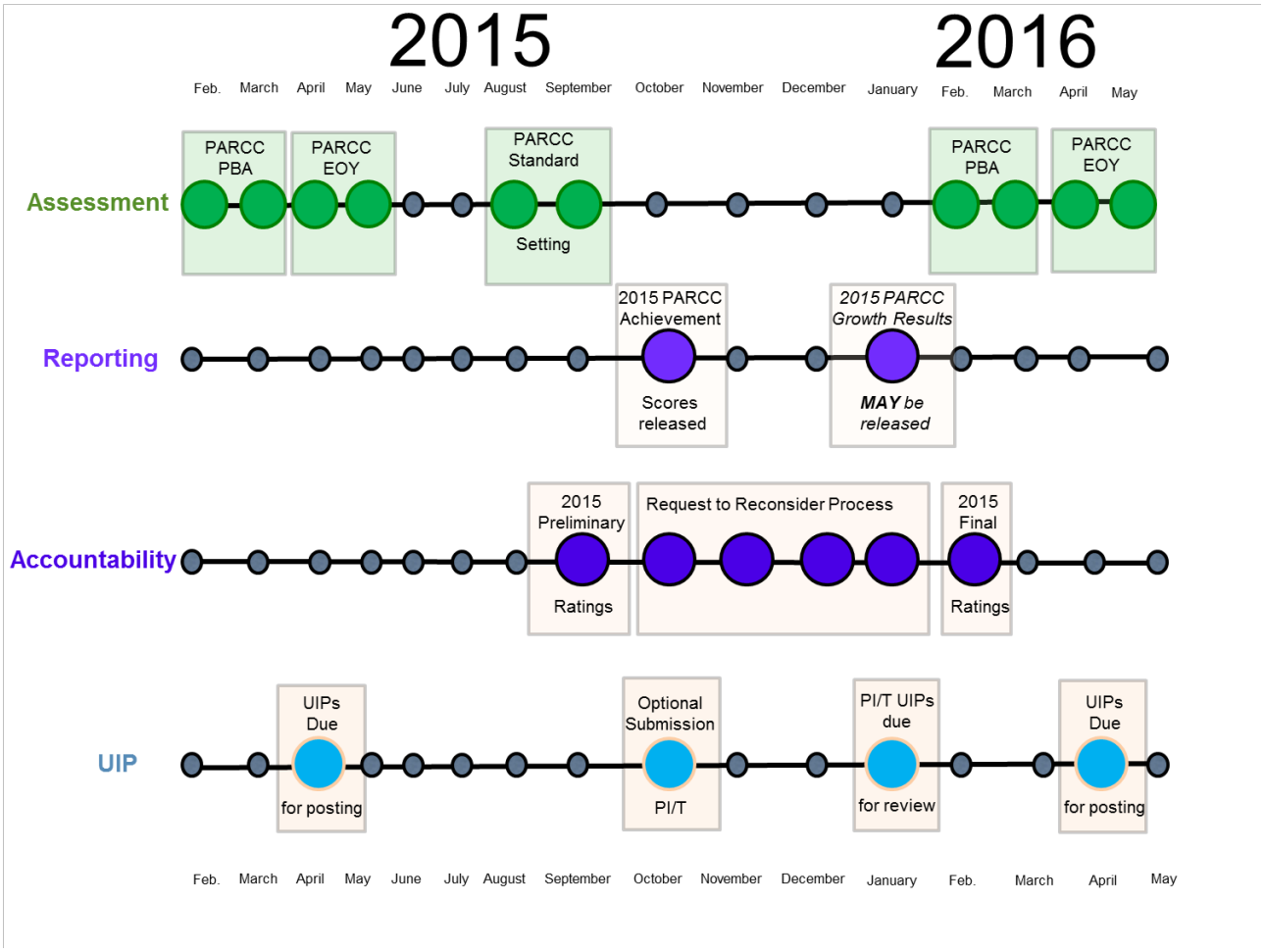
- 2014 school plan type assignments and district accreditation ratings[1]
- 2015 assessment participation rates
- Accreditation assurances (for districts)

[1] 2014 ratings will use elementary and middle level CMAS science and social studies results for participation only and not achievement.

- Optional: 2014-15 student performance data (aligned with the Colorado Academic Standards) or postsecondary workforce data that districts may optionally submit through the request to reconsider process

The legislation also allows more flexibility for the State Board of Education to identify additional options for schools entering Year 5 of the accountability clock during 2015-16, but it does not pause the accountability clock. Schools and districts on the accountability clock should note that the accountability clock will still advance in 2015.

Sketch of the Timeline during the Assessment Transition



Overall Implications for the UIP System

The variations in state assessment will affect how school and district planning teams revise UIPs over the next two school years. However, improvement planning remains a continuous improvement process and should continue during the state assessment transition.

Schools and districts will still evaluate their performance in each of the state determined performance indicators (i.e., academic achievement, academic growth, academic growth gaps, postsecondary/workforce readiness). Performance challenges should still be prioritized and linked to a root causes analysis; improvement strategies should still be identified that address the root causes; performance targets should be established; and the effectiveness of improvement efforts should be evaluated throughout each school year. During the 2014-15 and 2015-16 school years,

various UIP steps will be affected at different times because of state assessment transition and delays in the release of some data and reports. The first UIP step that is affected is school and district efforts to establish performance targets since it is a "forward looking" process that often references state level data.

Implications of the State Assessment Transition for UIP Processes

	2014-15 UIP	2015-16 UIP
Dates for submitting UIPs to CDE for review (January 15) and public posting (April 15)	Unchanged	Unchanged
Data Narrative: Trend Statements	No impact since there will be access to 2013-14 TCAP (with the exception of science)	Interruption in tracking trends with state assessment data
Data Narrative: Priority Performance Challenges	No impact	Some consideration since PPCs are based on trends
Data Narrative: Root Cause Analysis	No impact	Some consideration since root causes are based on PPCs
Setting Performance Targets	Impact since looking forward to 2014-15 and 2015-16 targets based on CMAS-PARCC results	Some impact – should be able to set targets for achievement, but growth and growth gaps may not be available
Progress Monitoring: Interim Measures	Some considerations because of relationship to targets	Some considerations because of relationship to targets
Major Improvement Strategies and Action Plans	No impact	Some consideration since major improvement strategies are based on root causes
Progress Monitoring: Implementation Benchmarks	No impact	Some consideration since implementation benchmarks are based on action steps

Because target setting is the first UIP process affected by the state assessment transition, the remainder of this document will highlight considerations for setting performance targets. Subsequent guidance will provide more in-depth support related to the other UIP processes during the 2014-15 and 2015-16 school years.

Spotlight on Target Setting in the UIP

Continuous improvement depends upon schools/districts considering current performance, identifying what level of performance to aim for (or how good is good enough), and determining a timeline for when to meet that aim. This process of establishing performance targets is fundamental to continuous improvement and an important component of Colorado's improvement planning process. Because of the state assessment transition, schools and districts will need to make some adjustments in establishing performance targets for plans submitted during the 2014-15 and the 2015-16 school years.

Remember that the state assessment transition will not affect ***all*** performance indicator areas. Postsecondary and Workforce Readiness (PWR) indicators will remain constant. The measures and metrics associated with this indicator area -- dropout rates, Colorado ACT composite scores, graduation rates, and disaggregated graduation rates -- will not change during this time period. State measures of English Language proficiency will also remain consistent during the assessment transition. For performance indicators and sub-indicators not affected by the assessment transition, schools and districts are urged to continue processes they have already established to set performance targets. Once performance level cut scores have been established for CMAS Science and Social studies (during the 2014-15 school year) planning teams will be able to establish performance targets for science and social studies using CMAS results, as well.

It should also be noted that during the 2014-15 school year, elementary schools and districts will be expected to set performance targets related to K-3 reading performance in their improvement plans to meet READ Act requirements. Considerations and options for schools and districts to establish performance targets for K-3 literacy are also included in this guidance.

Staying the Course: Setting PWR Performance Targets

Postsecondary and Workforce Readiness (PWR) is a performance indicator area for high schools and for school districts. Thirty five percent of high schools' plan type assignment and districts' accreditation ratings are based on PWR performance.

Required Metrics. The state and federal required metrics for the PWR performance indicator include the following: Dropout Rates, Graduation Rates, Disaggregated Graduation Rates, and Average Colorado ACT Composite Score. Schools and districts should establish performance targets using these metrics if postsecondary and workforce readiness is a priority performance challenge.

Comparison Points. CDE has established cut scores for *meets* and *exceeds* levels of performance for each of these metrics in the SPF/DPF reports that schools and districts can use as comparison points for their own performance on these metrics.

Other PWR Metrics. Depending on the nature of the school or district priority performance challenge, planning teams may also consider establishing performance targets for other PWR metrics. Some of these additional metrics have the advantage of being collected and reported without the time delay of several of the state metrics. Examples of additional PWR metrics for which planning teams may choose to set targets include the following:

- 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.

Basic Target Setting Process in 2014-15 and 2015-16

The basic approach for setting annual performance targets for plans submitted during the 2014-15 and 2015-16 school years will include one additional step from prior years -- identifying appropriate measures and metrics associated with the performance indicators/sub-indicators. The steps for setting targets during the 2014-15 and 2015-16 school years include:

1. Focus on one priority performance challenge at a time.
2. Identify associated **measures and metric(s**) for target setting.
    a. For performance challenges related to postsecondary and workforce readiness and English Language Proficiency, state administered instruments and measures can still be used for target setting.
    b. For priority performance challenges related to academic achievement and growth in the content areas, districts and schools will need to select measures/metrics other than those used in prior years.
    c. For K-3 reading achievement, the measures used for target setting will be the district identified K-3 reading interim assessments and associated metrics. (Charter schools may identify a different assessment than its authorizing district, as long as it is one of the state approved assessments and the district approves the change.) Metrics should include the number and percent of students identified with significant reading deficiencies and reading at grade level.
3. Review state and local expectations and vendor-provided resources to identify **comparison points** in reference to each measure/metric. (Note: selected comparison points may exceed minimum state expectations).
4. Determine the gap between current performance and comparison point(s) that would represent improvement for the school/district.
5. Determine a timeframe to close the gap and meet state and local performance expectations and the progress needed in the next two years.
6. Describe annual performance targets for the next two years.

- Number and percentage of students successfully transitioning into a recognized adult education program (without diploma or GED).
- Percent/number of students enrolling in a postsecondary institution within one year after graduation.
- The percent of recent graduates attending Colorado public institutions that require remediation upon enrollment.
- AP/IB participation.
- Percent/number of students scoring high enough on AP/IB tests to receive college credit.
- ACT scores by content area.

Examples of how a school/district might establish a performance target for one of these metrics may look like this:

- Credit Accumulation: Less than 62% of enrolled students earned a year's worth of credits during the prior school year. The planning team could choose to set a target of increasing this rate to at least 70% in two years. This could be accomplished by offering and promoting aggressive credit recovery options and expanded credit accumulation opportunities.
- Student Re-Engagement**:** Twenty-six of the students enrolled in the school 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 represents a 46% reengagement rate. The planning team may choose to set a target of increasing the re-engagement rate to 62%. This could be accomplished by expanding CTE and concurrent enrollment (dropout recovery) programs.

Establishing performance targets using metrics other than those required by the state may strengthen schools and districts ability to check their progress throughout the school year. However, this would not eliminate the requirement that schools and districts identify performance targets for required state metrics. Furthermore, little or no information may be available from external sources about appropriate comparison points for these alternative PWR metrics.

Staying the Course: Setting English Language Proficiency Performance Targets

English Language Proficiency is a sub-indicator within the Academic Growth Performance Indicator area; it is also metric used in determining Title III AMAOs. The state implemented a new English Language proficiency assessment during the 2012-13 school year -- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs). ACCESS for ELLs was developed by a cross-state consortium and based upon the World-class Instructional Design and Assessment (WIDA) English Language Development Standards (adopted by Colorado). ACCESS for ELLs is administered annually in WIDA Consortium member states to monitor students' progress in acquiring academic English K-12 when identified as English language learners (ELLs).

In 2014, with two years of ACCESS for ELLs assessment results available, CDE was able to calculate median adequate growth percentiles. Median adequate growth percentiles quantify the growth (student growth percentile) sufficient for the typical student in a district, school, or other group of interest to reach English Language Proficiency. These median adequate growth percentiles are used to determine the cut scores for SPF/DPF reports, just like for TCAP growth.

Required Metrics: State and federal requirements expect schools and districts with ELL students to consider language acquisition in improvement planning. If English Language Proficiency growth is identified as a priority performance challenge area for schools/districts, planning teams could establish performance targets for their students' growth in English Language proficiency based on median growth percentiles for either their students over-all or by grade-level.

Comparison Points: School and district planning teams should consider the cut scores established by CDE for schools/districts to receive a *meets* or *exceeds* rating on the SPF/DPF for the English Language Proficiency growth sub-indicator. The Title III AMAO state targets may be another option.

A New Expectation: Setting Early Literacy Targets for the READ Act

Elementary schools and districts should have access to local literacy data required by the READ Act (HB 12-1238). In fact, the law expects schools and districts to meet some of their reporting requirements through the UIP process beginning this school year (2014-15). Specifically, schools and districts are expected to "set, reaffirm, or revise, as appropriate, ambitious but attainable targets that the school/district/institute shall attain in the following:

1) Reducing the number of students who have significant reading deficiencies, and
2) Ensuring that each student achieves grade level expectations in reading."

For the 2013-14 school year the State Board of Education approved three K-3 reading assessment instruments for district use, in compliance with the READ Act, to identify K-3 students with significant reading deficiencies and to measure K-3 student reading achievement: Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); and Phonological Awareness Literacy Screening (PALS). CDE also identified individual metrics associated with each of these assessment instruments that districts should use in identifying students with significant reading deficiencies. The vendors for each of these assessment instruments provide metrics that quantify students' early reading performance for each grade level K-3. Each of these assessment instruments are designed to be administered at least three times during a school year -- fall, winter and spring. In establishing performance targets based on these metrics, it will be important to specify the administration window to which the performance targets apply.

The State Board has identified additional interim assessment instruments that districts may use for the identification of students with significant reading deficiencies in both English and Spanish for the 2014-15 and subsequent school years. For the 2014-15 and 2015-16 school years, districts may continue to use their existing approved K-3 reading assessment instrument or begin using one of the newly approved instruments.

Metrics. In general, schools and districts should consider establishing performance targets based on at least two different metrics: (1) an aggregation (total number or percent) of students "meeting grade-level expectations in reading" (e.g., the percent of students identified at benchmark by the end of the school year), and (2) the number and/or percent of students identified as having significant reading deficiencies (identified in the fall). Schools and districts may also consider establishing performance targets for the number or percent of students who made sufficient gains during the school year to no longer be identified as having a significant reading deficiency among those who would have been identified at the beginning of the year. The individual metrics (e.g., scale score, reading level) and levels of performance that constitute "meeting grade-level expectations" or "having significant reading deficiencies" vary by assessment instrument. Note that a student may perform below "grade level-expectations" but perform above "having significant reading deficiencies". Thus**,** these represent two different aggregate metrics for which schools and districts can establish performance targets.

K-3 reading assessment vendors generally provide summary reports that include the total number or percent of students for each grade (K-3) meeting grade level expectations in reading (e.g., the percent of second graders at benchmark). They also provide reports that include information about the gains students have made during a school year.

For each approved measure and for at least one of the metrics provided by the vendors, CDE has determined cut scores to use in determining whether students should be identified as having a Significant Reading Deficiency. Districts are required to annually report to the state which students have been identified as having significant reading deficiencies. This should allow schools and districts to determine the number of students in each grade level identified as having significant reading deficiencies. See resource links at the end of this document.

Comparison Points. As part of Request to Reconsider guidance, CDE has identified cut scores for the percent of students at or above benchmark at the end of the year and changes in the percent of students identified as having significant reading deficiencies from fall to spring. These aggregate cut scores represent comparison points that schools and districts can use in establishing performance targets. It is important to note that these comparison points represent minimum expectations. Many schools and districts will exceed these comparison points.

Options to Consider for Target Setting in Achievement and Growth

Because of the state assessment transition, schools and districts will need to consider some new ways of setting performance targets for academic achievement in science and social studies, and academic achievement and growth in mathematics and English language arts in 2014-15 and 2015-16. There are several options for setting performance targets during this timeframe including the following:

1. Set performance targets based on local assessments that are aligned with the Colorado Academic Standards.
2. Use the approach the state took to establishing *meets* and *exceeds* SPF ratings for CSAP/TCAP and set targets for the schools percentile ranking on CMAS assessments.
3. Describe action steps in your UIP that move the school/district towards being able to set usable and appropriate performance targets for achievement, growth, and growth gaps by the 2015-16 school year.

The options are described in greater detail below, including the advantages and limitations or considerations for each approach.

Option 1: Use local assessment instruments aligned with Colorado Academic Standards.

From the beginning, the UIP process has expected local planning teams to use locally administered interim measures to monitor progress toward established performance targets. UIPs must include the measures, metrics, and frequency of administration for the interim assessments used for this purpose. Districts/schools have discretion in choosing the assessment instruments.

During the state assessment transition, districts and schools may choose to rely more heavily on locally administered interim assessments for improvement planning. During the 2014-15 school year specifically, local assessments can be used for establishing performance targets. This may include establishing annual performance targets using locally administered assessment instruments and associated metrics for academic achievement for improvement plans submitted during both the 2014-15 and 2015-16 school years.

Note on Alignment**:** Schools and districts should take care to monitor the alignment of their interim assessments with the Colorado Academic Standards so that the assessment results provide actionable information towards content instruction. If local assessments are not yet aligned with the standards, it might be better for teams to spend time on acquiring or aligning the instruments they use than using the results for improvement planning. CDE has developed an assessment review tool to assist in this process (see resources at end of document).

Measures and Metrics. A 2012 study conducted by Augenblick, Palaich, and Associates on behalf of the Colorado Legacy Foundation (now the Colorado Education Initiative) and the 2013 UIP Needs Assessment Survey of Colorado Districts administered by CDE, both confirmed that the vast majority of Colorado districts use one or more of the following five interim assessments: Acuity, Galileo, NWEA Maps, Scantron Performance Series, and STAR Math and Reading Enterprise.

The vendors of each of these assessment instruments provide several metrics or scores at both the individual and aggregate levels that districts can use for monitoring the progress of their improvement efforts. In establishing performance targets for plans submitted during the 2014-15 and 2015-16 school years, planning teams may make use of these interim assessments and select associated metrics most closely aligned to their identified priority performance challenge (i.e., consistent with the content area, grade level(s), and achievement or growth for which they are establishing targets).

Comparison Points. CDE provides suggested comparison points for the five most common interim assessments in the guidance for districts and schools submitting requests to reconsider the district accreditation rating and/or school plan type assignments. CDE staff worked with the vendors who developed the assessment instruments and scoring procedures to identify performance levels or cut scores comparable to the 50th percentile of performance for all schools/districts using these assessment instruments. See resource section at the end of this document.

Advantages. This approach utilizes existing assessment resources or measures to which many districts already have access and experience using. Local assessments should provide a much richer set of data to explore in the UIP data analysis, as well as provides more reliable measures for the progress monitoring (i.e., interim measures, implementation benchmarks).

Limitations and Considerations. Setting and attaining targets at the comparison points identified by CDE (e.g., cut scores for use in Requests to Reconsider process) will not guarantee schools/districts will be at the *meets* level once the CMAS assessments have been fully implemented. CDE has not verified the relationship between the vendor assessment cut scores and CMAS results. In addition, the comparison points established by CDE as part of the Request to Reconsider process represent minimum expectations. The performance of many schools and districts will exceed these comparison points.

This approach relies on local expertise; districts, schools and educators may need to take time to become familiar with the local assessment metric to apply it and set targets in a meaningful way.

Districts should determine how well aligned their local assessments are with the Colorado Academic Standards and the rigor expected in the new standards. If the interim assessments are well-aligned (in both content and depth of knowledge), then associated metrics can provide meaningful and useful data for improvement planning during the assessment transition. If the assessments are not well-aligned, then using targets based on these instruments could mislead the school/district on its improvement path.

Option 2: Set targets based on percentile rankings on the state assessments

When CDE was establishing the initial cut scores for school and district performance ratings for Academic Achievement, staff considered the distribution of school/district performance during a baseline year (2009-10). For example, the *meets* cut-point for the percent of students proficient or advanced at the school level was determined based on the performance of the median school (the school at the 50th percentile among all schools in the state) during the 2009-10 school year. The elementary schools with 71.5% of students at proficient or advanced in reading (the *meets* cut-point for elementary reading) were at the 50th percentile of all elementary schools in Colorado in 2009-10. Each year on their SPF/DPF schools and districts not only receive a rating for academic achievement (i.e., *does not meet, approaching,*

meets, exceeds), but also receive a percentile rank -- an indication of where their school/ district falls in the distribution of all schools/ districts in the state. See example of a school's percentile ranking from page two of the SPF.

Performance Indicators — Level: Elementary

School: [redacted] District: [redacted] (1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	258	55.04	20
Mathematics	2	4		Approaching	262	66.03	39
Writing	2	4		Approaching	262	43.51	30
Science	2	4		Approaching	86	34.88	32
Total	8	16	50%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	171	49	43	Yes
Mathematics	2	4		Approaching	175	47	56	No
Writing	3	4		Meets	175	55	53	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	26	63	-	-
Total	9.5	14	67.9%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	8	12	66.7%	Meets				

Schools and districts could consider using a similar percentile ranking approach in establishing performance targets for the 2014-15 school year. This metric can be used prior to the release of assessment results. Using the example above, the current percent of students proficient and advanced on the 2014 TCAP results is 66% in elementary math, which puts the school at the 39th percentile. The school could set a performance target for their percentile ranking on CMAS PARCC Math in 2015 for the percent of students *proficient* and *advanced*[2] to be at the 50th percentile.

Note about Growth: Due to the assessment transition, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, improvement planning or public reporting based on the CMAS PARCC assessments given during the 2014-15 school year. It is known that adequate growth percentiles will not be available for the 2014-15 school year. Because of this, targets set based on the percent of students making catch-up/keep-up/adequate growth is not recommended at this time. These metrics will be available in subsequent years. As a result, districts may choose to set performance targets on their median growth percentile, but may not receive this performance data from the state until fall 2015/winter 2016.

Advantages. Using the school/district percentile ranking as a metric for which to set performance targets is consistent with how the state may approach establishing new school/district cut scores for the SPF/DPF using 2014-15 as the baseline year for subsequent performance ratings. This approach also allows districts to set targets based on state summative, aligned assessments.

Limitations or Considerations. This approach includes a metric that is less tangible and actionable, as the exact proficiency rates are not known. Identifying an aligned interim measure and metric may be very difficult, which may interfere with progress monitoring. This approach relies on local expertise; districts, schools and educators may need to take time to become familiar with this metric to apply it in a meaningful way.

Option3: Build solutions that will strengthen the school/district assessment system into the UIP action plan

If the other two options do not meet the needs of the school/district for all or some priority performance challenge areas, planning teams may choose to build solutions into the UIP action plan that will ensure the district/school can set targets in subsequent years. This could include, for example, identifying local assessment instruments aligned with the Colorado Academic Standards. The school/district should note in the target setting form that aligned data is not available and to see the action plan for further information on how the school/district is addressing the needs in their assessment system.

[2] PARCC results will not use the "proficient and advanced" label. Right now proficiency is being defined as students scoring level 4 or higher.

Advantages. If a school or district has made a good faith effort to use available data but reasonable data sources cannot be found, then this approach offers some relief. Effort should be placed on ensuring that a strong, aligned assessment system is being built for the near future, rather than inventing hollow targets.

Limitations or Considerations. This is a short-term solution; the school or district could not continue to use this option for multiple years. By law, schools and districts are expected to set annual performance targets. There is a risk of staff misunderstanding that expectations have changed over the long-term or of losing momentum in engaging in improvement efforts. If a school or district pursues a "request to reconsider" with the CDE Accountability Unit, this option may limit ways that the school or district can present local data to request a different plan type assignment. Schools or districts that are further along on the accountability clock (e.g., entering Year 4 or 5) should be especially cautious since external entities (e.g., State Review Panel, State Board of Education) will be consulting the UIP to make determinations about next steps for the school/district. The UIP is used as a document to help determine capacity of the school/district to make rapid improvements that have the likelihood of propelling the school/district off of the accountability clock.

Additional Resources

Several additional resources are available to support target setting:

- **SPF/DPF Reference Tables**. The reference tables included in every DPF and high school SPF includes specific information about the level of performance on each PWR metric that would ensure a district or school a *meets* or *exceeds* rating for those sub-indicators. These can be used as comparison points for setting performance targets http://www.cde.state.co.us/schoolview/performance
- **Assessment Instrument Description.** CDE has developed extensive descriptions of several assessment instruments or measures that planning teams may use for target setting. These assessment instrument descriptions include information about the specific individual and aggregate metrics and comparison points available to use in target setting (and the request to reconsider process). Assessment descriptions have been developed for the following instruments at the following site: http://www.cde.state.co.us/uip/assessment_instrument_descriptions.
    - The five most commonly used interim assessment instruments (Acuity, Galileo, NWEA Maps, Scantron Performance Series, and STAR Math and Reading Enterprise).
    - The three K-3 reading assessments instruments that districts have been using and are approved for use through the 2015-16 school year: Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); and Phonological Awareness Literacy Screening (PALS).
    - ACCESS for ELLs
- **Assessment Review Tool**. Designed to help Colorado educators rate an assessment's potential for measuring student learning aligned to the Colorado Academic Standards, this tool helps measure the extent to which an assessment does the following: aligns to the Colorado Academic Standards, includes rigorous scoring criteria, is fair and unbiased, and provides opportunities for learning. http://www.cde.state.co.us/resourcebank/resourcebank-assessments
- **Request to Reconsider Process.** If a district disagrees with the Department's initial district accreditation category or initial assignment of a school plan, then it may submit additional data for consideration. CDE has developed resources to assist with this process that can also be used to assist districts strengthen their improvement planning efforts – when a request is submitted or not. For example, the cut scores for early literacy data may be used as comparison points in the UIP trend analysis. http://www.cde.state.co.us/accountability/requesttoreconsider
- **Achievement Percentile Reports.** CDE is developing an achievement percentile report for districts and schools to be released in November 2015. The report will include the percent of students scoring proficient and advanced in TCAP in 2013 and 2014 and the percent scoring level 4 or higher on CMAS PARCC in 2015, as well as the percentile

rankings for achievement for each of those years. The report will include all content areas, grade levels and major disaggregated groups.

- **READ Act Resources.** The READ Act website offers updates about the state expectations for this K-3 initiative. Of particular note are resources such as the newly approved interim assessments. http://www.cde.state.co.us/coloradoliteracy/readact/index
- **Unified Improvement Planning Team Contact Information**. Members of the Improvement Planning Unit are available to answer specific planning questions as they relate to the UIP process. http://www.cde.state.co.us/uip/uip_contacts

UIP Handbook Excerpt: How to Set Targets

The basic approach for setting annual performance targets for state performance indicator areas includes these steps:

1. Focus on a priority performance challenge;

2. Identify associated measures and metrics (Note: when available this should include the measures/metrics included in the school and district performance framework reports. During the state transition to a new assessment system, other measures and metrics may be used);

3. Review state and local expectations and vendor provided resources to identify comparison points in reference to each measure/metric (Note: selected comparison points may exceed minimum state expectations);

4. Determine the gap between current performance and comparison point(s) that would represent improvement for the school/district;

5. Determine a timeframe to meet expectations (for turnaround/priority improvement schools/districts, the maximum timeframe for meeting minimum state expectations is five years after designation) and the progress needed in the next two years; and then

6. Describe annual performance targets for the next two years.

Identifying Comparison Points

Minimum state expectations, provided in the School/District Performance Framework reports (the "Scoring Guide" pages of the reports) serve as an initial comparison point for target setting. In general, target setting should use criteria-referenced comparison points -- those that answer the question, "How did we compare to a specific expectation or criteria?" Minimum state expectations are the minimum value for which a rating of "meets" would be assigned for the state metric included in the SPF/DPF reports for each sub-indicator. In schools and districts for which performance is below minimum state expectations, these "meets" performance levels are the initial comparison point for target setting. Schools and districts current performance above minimum state expectations should consider the level of performance that would receive a "exceeds" rating. Because of the state assessment transition, schools and districts will need to make some adjustments in establishing performance targets for plans submitted during the 2014-15 and the 2015-16 school years. For additional guidance on setting performance targets during this time frame, schools and districts can reference *Implication and Guidance for UIP during the State Assessment Transition*,
here: *http://www.cde.state.co.us/uip/assessmenttransitionimplicationsforuip2014*.

(UIP Handbook v 5.0, p. 22)

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)	Information provided by the vendor regarding how good is good enough performance on the instrument at the individual level.
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 by the vendor 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 available about the technical quality of the instrument.

School: Example *Academic Achievement* District: Example (1 Year)

Points Earned	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	1	4	Does Not Meet	276	38.04	6
Mathematics	1	4	Does Not Meet	274	27.74	0
Writing	1	4	Does Not Meet	188	19.68	3
Science	1	4	Does Not Meet	92	15.22	10
Total	**4**	**16**	**25%**	**Does Not Meet**		

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	2	4		Approaching	132	51	62	No
Mathematics	2	4		Approaching	168	42	76	No
Writing	2	4		Approaching	44	46	67	No
English Language Proficiency (ACCESS)	1.5	2		Meets	328	60	-	-
Total	**7.5**	**14**	**53.6%**	**Approaching**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**11**	**20**	**55%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	128	50	63	No
Minority Students	2	4		Approaching	132	51	62	No
Students with Disabilities	1	4		Does Not Meet	25	26	87	No
English Learners	3	4		Meets	99	56	64	No
Students needing to catch up	3	4		Meets	86	56	77	No
Mathematics	**8**	**20**	**40%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	163	40	76	No
Minority Students	2	4		Approaching	167	42	76	No
Students with Disabilities	1	4		Does Not Meet	30	32	89	No
English Learners	1	4		Does Not Meet	134	36	75	No
Students needing to catch up	2	4		Approaching	113	45	83	No
Writing	**8**	**16**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	41	40	67	No
Minority Students	2	4		Approaching	43	44	66	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	28	42	66	No
Students needing to catch up	2	4		Approaching	37	49	71	No
Total	**27**	**56**	**48.2%**	**Approaching**				

TCAP to PARCC Transition
District Achievement Trend Report

This report provides a way to compare relative achievement on TCAP to relative achievement on PARCC, by converting the percent of students scoring at the "proficient" level to a percentile ranking. The percentile ranking …. Thus, this report shows the relative ranking of a district/school/grade/disaggregated group compared to all others in the state. Please note that since TCAP and PARCC measure different content standards, you do not want to compare the percent of students "proficient" between the two assessments, as the definition of "proficient" differs both in content and rigor.

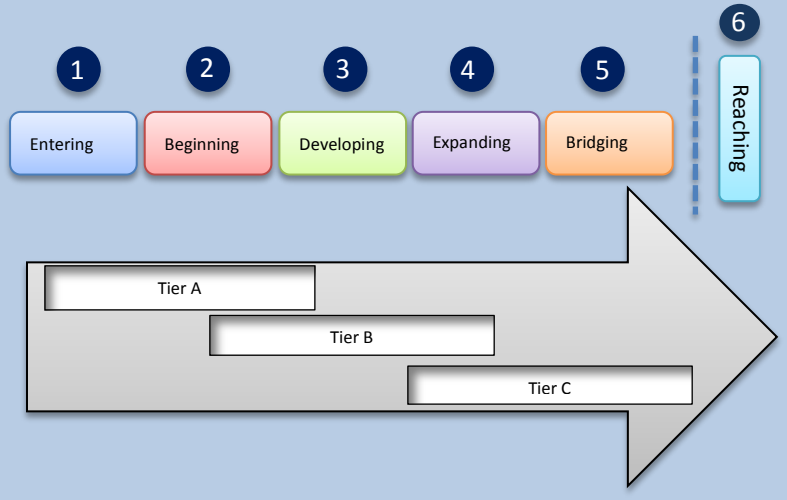
This report can be used for the 2015 request to reconsider process and the 2015-16 Unified Improvement Plan. Color coding below indicates the performance level for the achievement. Red= below the 15th percentile, Yellow= at or above the 15th percentile but below the 50th percentile, Green= At or above the 50th percentile, but below the 90th, Blue= At or above the the 90th percentile.

Example District

	2013 TCAP		2014 TCAP		2015 PARCC	
Reading/ELA	% P+A	Percentile	% P+A	Percentile	% L4+	Percentile
Grade 3	80.73	76	80.11	76	35.14	72
Grade 4	75.8	66	76.51	68	34.95	69
Grade 5	77.1	70	78.25	71	35.02	70
Grade 6	74.85	62	73.62	57	31.89	59
Grade 7	75.43	70	76.47	74	36.1	73
Grade 8	74.79	67	74.75	67	34.57	68
Grade 9	72.79	55	73.1	55	31.25	49
Grade 10	72.43	54	75.72	65	33.56	62
Elementary Level	79.26	75	79.24	75	35.06	71
Free/Reduced Lunch	63.67	23	63.8	23	22.97	22
Minority	67.93	32	68.12	32	26.36	31
IEP	31.19	1	32.81	1	14.23	1
ELL	59.72	12	60.82	15	20.89	17
Catch-Up	29.1	1	32.85	1	10.22	1
Super subgroup	62.4	22	62.56	22	21.04	19
Middle Level	76.17	74	76.57	75	35.9	72
Free/Reduced Lunch	57.07	16	59.04	21	24.31	24
Minority	63.26	30	63.26	30	24.97	29
IEP	26.48	2	26.47	2	17.66	3
ELL	54.64	12	54.52	12	20.62	15
Catch-Up	26.48	1	28.51	1	14.55	1
Super subgroup	55.63	14	57.22	17	17.68	14
High Level	72.61	54	74.41	59	33.41	60
Free/Reduced Lunch	52.99	11	55.63	12	17.52	13
Minority	59.41	18	62.42	22	21.45	20
IEP	21.99	1	25	1	13.74	1
ELL	50.14	7	52.32	9	16.25	11
Catch-Up	20.52	1	21.78	1	12.26	1
Super subgroup	51.62	8	53.91	11	16.07	10

Assessment Instrument Description: ACCESS for ELLs®

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.
	Name of the company or organization that produces the instrument.	World-Class Instructional Design and Assessment (WIDA)
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 English Language Proficiency (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).

Element	Description	Assessment Instrument Information
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 and three forms. The grade level clusters include the following: • Kindergarten • Grades 1-2 • Grades 3-5 • Grades 6-8 • Grades 9-12 The three forms include: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). The following diagram illustrates the language proficiency levels associated with each tier. 
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: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting • Language of Language Arts: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts** • Language of Mathematics: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

Element	Description	Assessment Instrument Information
		• Language of Science: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science** • Language of Social Studies: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**
Learning Objectives	Specific learning objectives assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	See 2012 Amplification of The English Language Development Standards (Kindergarten - Grade 12) http://wida.us/standards/eld.aspx
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%) **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.

Element	Description	Assessment Instrument Information
		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. 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,

Element	Description	Assessment Instrument Information

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%).

From CDE (student level records in CEDAR):
Student Growth Percentile (SGP) – The SGP is calculated by the Colorado Department of Education using the Colorado Growth Model methodology. A SGP is calculated for each student in Colorado that has received at least two ACCESS for ELL composite scores following a normal grade progression. SGPs are a way of understanding a student's current score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e., relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress toward English Language Proficiency. For the ACCESS for ELL assessment, growth percentiles are calculated based on over-all scores only and not scores by assessment domain (i.e. oral language, literacy, or comprehension).

Adequate Growth Percentile - The percentile at which the student must grow each year to attain a given level of proficiency within a specific amount of time, or the target for "enough" growth. The following table identifies the level of proficiency and time frame for adequate growth determinations given the students current over-all ACCESS performance level rating:

Current Level	Target Proficiency Level	Time line
Level 1	Level 2 or higher	1 year
Level 2	Level 3 or higher	1 year
Level 3	Level 4 or higher	1 year

Element	Description	Assessment Instrument Information		
		Level 4	Level 5 or higher	2 years
		Level 5 (most students do not keep taking ACCESS once they reach level 5/proficiency)	Level 5 or higher	1 year
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.	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 • 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**		

Element	Description	Assessment Instrument Information
		• 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
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 2013-14 school year, student growth percentiles based on two ACCESS scale scores (described above) were aggregated at the school, type of school (elem, middle, high) 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 Percentiles overall • Median Adequate Growth Percentiles overall. • The percent of students moving from L1 to L2, from L2 to L3, from L3 to L4, from L4 to L5, and from L5 to L5.
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 The following state comparison points were provided for median growth percentiles in reference to SPF/DPF ratings for these metrics. If the median growth percentile > the median adequate growth percentile: • MGP > = 60 earns an exceeds

Element	Description	Assessment Instrument Information
		• MGP > = 45 earns a meets • MGP > = 30 earns an approaching • MGP < 30 earns a does not meet If the median growth percentile <= the median adequate growth percentile: • MGP > = 70 earns an exceeds • MGP > = 55 earns a meets • MGP > = 40 earns an approaching • MGP < 40 earns a does not meet
Alignment	Info provided by the vendor about alignment to other instruments, standards, etc.	This assessment aligns to the WIDA CELP standards.
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 **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-

Element	Description	Assessment Instrument Information
		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. **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

Element	Description	Assessment Instrument Information
		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.
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 were based on ACCESS for ELLs 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

Overall: 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

WIDA CONSORTIUM

ACCESS for ELLs® English Language Proficiency Test

District:
School:
Grade:
Cluster:

SCHOOL FREQUENCY REPORT

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

WIDA CONSORTIUM

ACCESS for ELLs® English Language Proficiency Test

District:
Grade:
Cluster:

DISTRICT FREQUENCY REPORT

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

Adequate Growth Targets
ACCESS for ELLs

COLORADO DEPARTMENT of EDUCATION cde

Background

Assessment Transition
In 2013, Colorado transitioned to a new English language proficiency (ELP) assessment, the ACCESS for ELLs, developed by the World-Class Instructional Design and Assessment (WIDA) consortium. From 2007-2012, the state administered the Colorado English Language Acquisition Proficiency assessment (CELAPro). The change in assessments was made in order to best measure Colorado's English language proficiency standards, the WIDA consortium standards.

Growth Calculations
In 2013, CDE was able to calculate meaningful student growth percentiles between the CELAPro and ACCESS for ELLs assessments. However, with only one year of ACCESS for ELLs results, it was not possible to calculate adequate growth percentiles (how much growth is enough for students to reach the next level of proficiency). Now, with two years of ACCESS for ELLs results, the results have been analyzed in order to set ambitious, yet attainable, adequate growth targets for ACCESS for ELLs.

Use of Results
English language proficiency growth results are used for state and federal accountability measures. The state includes English language proficiency in the Academic Growth indicator of the School and District Performance Frameworks. This same data is used for determining AMAO 1 for Title III accountability purposes.

Academic growth in English language proficiency for accountability purposes is determined by comparing the median student growth percentile (normative growth) to the median adequate student growth percentile (the target for "enough" growth). In 2013, due to the assessment transition, growth was determined by the median student growth percentile only, as adequate growth was not available. However, for 2014, adequate growth will again be part of the determination for state and federal accountability.

2014 Adequate Growth Targets

Process
As ACCESS for ELLs is a different assessment from CELAPro, with different proficiency levels, cut-points and performance distributions, new targets for adequate growth needed to be determined. CDE staff has analyzed Colorado's ACCESS for ELLs growth data, reviewed WIDA consortium reports, and consulted with measurement and language experts, in order to define adequate growth for 2014 accountability.

Targets
Based on the above process, CDE will use the following targets for adequate growth for 2014. These targets ensure that students reach proficiency in English language proficiency within the 5-7 year timeline validated by national research. The targets are attainable, yet ambitious, based on the results from Colorado and reviews of the consortium data.

Current Level	Target Proficiency Level	Time line
Level 1	Level 2 or higher	1 year
Level 2	Level 3 or higher	1 year
Level 3	Level 4 or higher	1 year
Level 4	Level 5 or higher	2 years
Level 5 (most students do not keep taking ACCESS once they reach level 5/proficiency)	Level 5 or higher	1 year

Validation

Based on the 2013 and 2014 ACCESS for ELLs results, CDE has determined these are ambitious yet attainable targets for 2014 accountability use. The table below shows that students starting at proficiency levels 1, 2, and 3 all have a better than 50% chance of increasing at least one proficiency level in one year. Students starting at level 4 have less than a 50% chance of increasing at least one proficiency level in one year, making 2 years to get to level 5 a more realistic trajectory for these students. While most students who score at level 5 do not re-test the following year, the majority of those who do remain at level 5 or higher.

CDE did consider allowing students two years to move from level 3 to level 4. As the table shows, only 55% of students moved up from level 3 between the 2013 and 2014 test administrations. However, further investigation showed that for some large metro-area districts, the percentage of students moving from level 3 to level 4 or higher was greater than 60%. Based on this, CDE determined that moving between level 3 and level 4 in one year is a reasonable expectation.

Change in Levels from 2013 to 2014	Percent of Students meeting this target
Level 1 – Level 2 or higher	93.6%
Level 2 – Level 3 or higher	73.5%
Level 3 – Level 4 or higher	55.0%
Level 4 – Level 5 or higher	45.2%
Level 5 – Level 5 or higher	77.1%

Next Steps

USDE Approval

Title III 12-13 AMAO results required an amendment to the Colorado State Accountability workbook for the Title III program. Currently, we are awaiting approval from USDE to resume use of adequate growth targets for AMAO 1. Title III AMAOs will be calculated and released upon USDE's approval.

Release of Results

The English language proficiency growth files are now available to districts through CEDAR, as in past years. Additionally, this year CDE will be providing individual student growth reports, similar to those produced for TCAP. Thee individual student reports will be sent via secure FTP to district assessment coordinators in July.

2015 Targets

When 2015 ACCESS for ELLs data is available, CDE will run growth calculations for all years of ACCESS for ELLs and revisit the progress students are making. Depending upon the results, the adequate growth percentile targets may be adjusted for 2015 and beyond.

For more background information on the English language proficiency assessment transition and impact on growth calculations, please read the summary from 2013: http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/tap/english%20language%20proficiency%20growth%202012-13.pdf.

School by Level ACCESS for ELLs Growth Results: Example

YEAR	EMH CODE	Overall_MGP		Overall_AGP		Overall_L1toL2+		Overall_L2toL3+		Overall_L3toL4+		Overall_L4toL5+	
		Valid N	Median	Valid N	Median	Valid N	%	Valid N	%	Valid N	%	Valid N	Mean
2013	E	328	60.0										
2014	E	285	58	285	29	58	93.1%	42	76.2%	97	62.9%	74	67.6%

READ Act Provisions Related to Unified Improvement Planning

Provisions pertaining to School Districts and the Charter School Institute

Add for all of the following District or Institute plan types:

- Accredited or accredited with distinction performance plan Accredited with improvement plan
- Accredited with priority improvement plan
- Accredited with turnaround plan

At a minimum, each district or institute plan shall:

IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET, REAFFIRM, OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE SCHOOL DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE INSTITUTE, INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL EXPECTATIONS IN READING.

Provisions pertaining to schools

Add for all of the following School Plan Types:

- School performance plan
- School Improvement Plan
- School Priority Improvement Plan
- School Turnaround Plan

At a minimum, each school plan shall:

IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET, REAFFIRM, OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL EXPECTATIONS IN READING.

K-3 Reading Examples

Trend Statements

- The percentage of **kindergarteners** who scored at benchmark with their composite score between 2011 – 2014 remained stable as measured by composite scores on their DIBELS Next assessment.
- The percentage of **1st Graders** who scored at benchmark with their composite score between 2011 – 2014 increased from 53% to 74% and then decreased to 61% as measured by composite scores on their DIBELS Next assessment which is significantly below the end of year benchmark scores from the kindergarten assessment.
- The percentage **of 2nd Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (66%, 59% and 66%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **3rd Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (66%, 55% and 61%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **4th Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (60%, 68% and 66%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **5th Graders** who scored at benchmark with their composite score between 2011 – 2014 relatively stable (69%, 75% and 67%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of 1st graders who scored well below benchmark and were identified as having a significant reading deficiency between 2011-2014 decreased from 40% to 30% then increased to 35%.
- The percentage of 2nd Graders who scored well below benchmark and were identified as having a significant reading deficiency between 2011-2014 was stable at 30%, 31% 29%.

Prioritized Performance Challenges

The percentage of 1st -5th Graders who scored at benchmark on their composite scores as measured by the DIBELS Next assessment has been below 70% from 2011 to 2014 (except for one grade level and one year) and the percent of 1st and 2nd graders identified with a significant reading deficiency has been at or above 30% for the past three years.

Annual Performance Targets

2014 - 2015	2015 - 2016
72% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.	75% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.
The percent of learners in grade levels 1 and 2 identified as having a significant reading deficiency will decrease to 20%.	The percent of learners in grade levels 1 and 2 identified as having a significant reading deficiency will decrease to below 15%.

Note: The first set of targets were established using the Reference Data for Key Performance Indicators on the SPF. If DIBELS at grade level benchmark score predicts proficiency on the state assessment, a score of 72% proficient or advanced on TCAP would have earned the school a Meets rating for Academic Achievement in reading.

Cut-Scores to Determine a Significant Reading Deficiency
(Newly Approved K-3 Reading Interim Assessments)

Aimsweb

Users of Aimsweb should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. Aimsweb users should use the score on the individual measure indicated. All scores listed for grades 1-3 refer to the R-CBM score unless otherwise noted. For your reference, cut-off scores for Aimsweb are provided below. Students must meet or exceed the indicated Scale Score in order to not be identified as having a Significant Reading Deficiency.

Aimsweb Measure Scores (**below)**:

	Fall	Winter	Spring
Kindergarten	LNF – 3	LSF – 9 PSF – 6 NWF – 8*	NWF - 22
1st Grade (R-CBM)	NWF – 17	14	24
2nd Grade (R-CBM)	21	47	61
3rd Grade (R-CBM)	42	64	83

* Students must score at or above the cut-off score on at least two of the three tests indicated to not be identified as having a significant reading deficiency.

FAST

Users of FAST should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. FAST users should use the scaled score. For your reference, cut-off scores for FAST are provided below. Students must exceed the indicated Scaled Score in order to not be identified as having a Significant Reading Deficiency.

FAST Scaled Scores (**at or below)**:

	Fall	Winter	Spring
Kindergarten	376	398	399
1st Grade	408	433	440
2nd Grade	443	465	463
3rd Grade	463	468	471

iReady

Users of iReady should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. iReady users should use the Scale Score. For your reference, cut- off scores for iReady are provided below. Students must meet or exceed the indicated Scale Score in order to not be identified as having a Significant Reading Deficiency.

iReady Scale Scores (**below)**:

	Fall	Winter	Spring
Kindergarten	315	338	361
1st Grade	362	385	408
2nd Grade	409	428	448
3rd Grade	448	464	480

IStation

Users of IStation should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. IStation users should use the overall reading ability score. For your reference, cut-off scores for IStation are provided below. Students must exceed the indicated Reading ability score in order to not be identified as having a Significant Reading Deficiency.

IStation Summed Scores (**at or below)**:

	Fall	Winter	Spring
Kindergarten	176	187	195
1st Grade	196	207	217
2nd Grade	219	227	232
3rd Grade	231	236	241

STAR Early Learning

Users of STAR Early Learning should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. STAR users should use the unified score. For your reference, cut-off scores for STAR are provided below. Students must exceed the indicated Unified Score in order to not be identified as having a Significant Reading Deficiency.

STAR Unified Scores (**at or below)**:

	Fall	Winter	Spring
Kindergarten	728	728	739
1st Grade	742	760	794
2nd Grade	794	817	846
3rd Grade	834	843	854

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 school-wide 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 of 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 containing 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 (CDE)

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 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 dropout data. It includes trends over-time, dropout information for disaggregated student groups and comparisons to the rates of a group of similar high schools. One of the primary purposes of the 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 dropout count for 2007-8 through 2011-12 • Five-year total dropout 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 dropout rates for the school over the last 5 years? • How does the school's dropout rate compare to dropout 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 dropout data are available, in which grade levels did students drop out the most? The

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
			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? (e.g., 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 dropout 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 dropout rates? • What percentage of students in the over-all student population come from groups of students with the highest dropout rates? • How do our school's dropout 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: ○ American Indian ○ Asian ○ Black ○ Hispanic ○ 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: ○ American Indian ○ Asian ○ Black ○ 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
		○ 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. Dropout Rates by Instructional Program/Service Type (IPST)	• Cumulative Dropout Rate for the Past 3 Years by Instructional Program/Service Type (IPST): ○ Students with Disabilities ○ Limited English Proficiency ○ Economically Disadvantaged ○ Migrant ○ Title I ○ Homeless ○ 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: ○ Students with Disabilities ○ Limited English Proficiency ○ Economically Disadvantaged ○ Migrant ○ Title I ○ Homeless ○ Gifted/Talented	• Which IPST groups have the highest/lowest dropout rates? • How does our school's dropout 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 dropout rate for students in each IPTS group and all students in the school, for the following groups: ○ Students with Disabilities ○ Limited English Proficient ○ Economically Disadvantaged ○ Migrant ○ Title I	• Difference in dropout rate for students in each IPTS group and all students in the school, for the following groups: ○ Students with Disabilities ○ Limited English Proficient ○ Economically Disadvantaged ○ Migrant ○ 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
	○ Homeless ○ Gifted/Talented Aggregated across three years	○ Homeless ○ 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: ○ Dropouts ○ Expulsions ○ GED Prep. Transfers ○ GED Recipients • Three year aggregate total counts of 9^{th}-12^{th} grade students reported as ○ Dropouts ○ Expulsions ○ GED Preparation ○ GED Recipients	• State average percentage of total 9^{th}-12^{th} grade student membership aggregated over three years reported as: ○ Dropouts ○ Expulsions ○ GED Prep. Transfers ○ GED Recipients • Comparison group three year aggregate total counts of 9^{th}-12^{th} grade students reported as ○ Dropouts ○ Expulsions ○ GED Preparation ○ 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 who have been counted as dropouts are actually 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

Dropout Data Analysis

1. Describe the over-all dropout trend for the school over 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 dropout rate compare to minimum state expectations?

2. Capture observations regarding dropouts 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 dropouts by student group, including how the schools dropout 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 • Dropout 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 dropout rates for the school between over the last three years? How does this compare to the district trend in dropout 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:
		  ○ Gender
		  ○ 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:
		  ○ Gender
		  ○ 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?

Student Engagement Measures

Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
Student Self-Reports					
4-h Study for positive youth development: School engagement Scale (4-h)	Richard Lerner, institute for applied research in youth development, Tufts University	Available by contacting developer, at richard.lerner@tufts.edu; http://ase.tufts.edu/iaryd	X	X	X
attitudes Towards mathematics Survey (aTm)	Raymond Miller, University of Oklahoma	Available in miller et al. (1996)	X		X
consortium on chicago School research/academic engagement Scale (ccSr/aeS)	consortium on chicago School research (ccSr)	http://ccsr.uchicago.edu/surveymeasures2007	X		
engagement versus disaffection with learning (evsd), student report	Ellen Skinner, Portland State University	www.pdx.edu/psy/ellen-skinner-1	X	X	
high School Survey of Student engagement (hSSSe)	center for evaluation and education policy, Indiana University	www.indiana.edu/~ceep/hssse/	X	X	X
identification with School Questionnaire (iSQ)	Kristin (Voelkl) Finn, Canisius College	Available in Voelkl (1996)		X	
motivated Strategies for learning Questionnaire (mSlQ)	Paul Pintrich and Elisabeth Degroot, National Center for Research to Improve Postsecondary Teaching and Learning, University of Michigan	Middle school version available in Pintrich and Degroot (1990)			X
motivation and engagement Scale (meS)	Andrew Martin, lifelong achievement group	www.lifelongachievement.com	X	X	X
research assessment package for Schools (rapS), student report	institute for research and reform in education (irre)	Available in rapS manual (www.irre.org/publications/)	X	X	

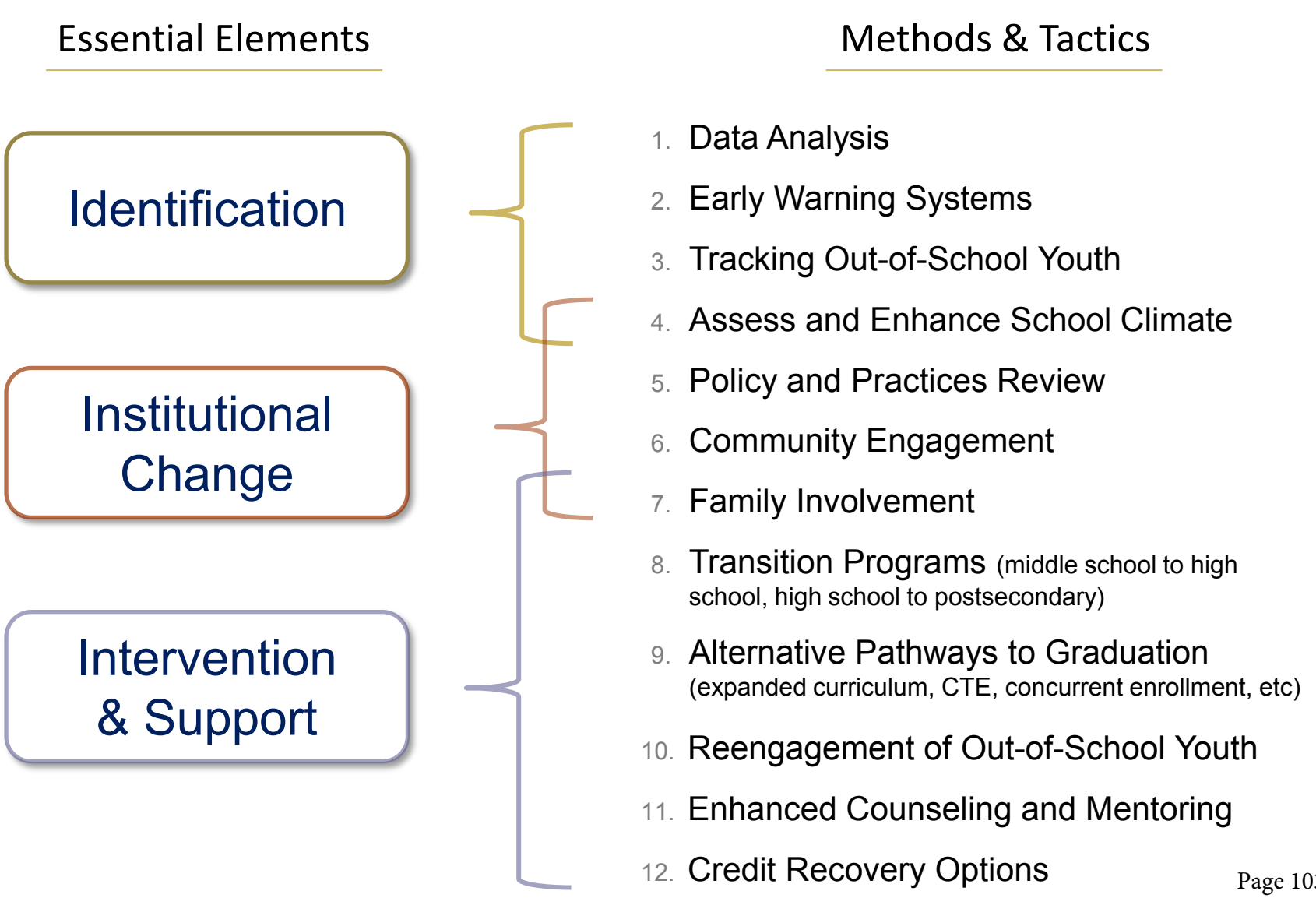
Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
School engagement measure (Sem)-MacArthur	Phyllis Blumenfeld and Jennifer Fredricks, MacArthur network for Successful pathways through middle childhood	Available in Fredrick's et al. (2005) or by contacting co-developer, at jfred@conncoll.edu	X	X	X
School engagement Scale/ Questionnaire (SeQ)	Sanford Dornbusch, Stanford University, and Laurence Steinberg, Temple University	Available by contacting co-developer, at lds@temple.edu	X		
School Success profile (SSp)	Gary Bowen and Jack Rickman, Jordan Institute for Families, University of North Carolina at Chapel Hill	www.schoolsuccessprofile.org	X	X	
Student engagement instrument (Sei)	James Appleton, Gwinnett county Schools, Georgia, and Sandy Christenson, University of Minnesota	Available in Appleton et al. (2006) or by contacting developer, at Jim_appleton@gwinnett.k12.ga.us		X	X
Student School engagement Survey (SSeS)	national center for School engagement (ncSe)	www.schoolengagement.org	X	X	X
		Teacher Reports			
engagement versus disaffection with learning (evsd), teacher report	Ellen Skinner, Portland State University	www.pdx.edu/psy/ellen-skinner-1	X	X	
reading engagement index (rei)	Allan Wigfield and John Guthrie, University of Maryland	Available in Wigfield et al. (2008) or by contacting developers, at aw44@umail.umd.edu or jg76@umail.umd.edu	X	X	X
research assessment package for Schools (rapS), teacher report	institute for research and reform in education (irre)	available in rapS manual (www.irre.org/publications/)	X	X	
		Observational			
behavioral observation of Students in Schools (boSS)	Edward Shapiro, Lehigh University	Manual can be ordered through Guilford press (Shapiro 2004)	X		

Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
classroom aimS	Alysia Roehrig, Florida State University	Available by contacting developer, at aroehrig@fsu.edu	X	X	
code for instructional Structure and Student academic response (mS-ciSSar)	Charles greenwood, Juniper gardens children's project, University of Kansas	www.jgcp.ku.edu/~jgcp/products/ebaSS/ebass_materials.htm	X		
instructional practices inventory (ipi)	Jerry valentine, middle level leadership center, University of Missouri	www.mllc.org			X

Adapted from:

Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments.* (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from: http://ies.ed.gov/ncee/edlabs.

The Colorado Graduation Pathways research-based framework for dropout prevention



PWR Target Setting Advice

State Required Metrics

- Dropout 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 post-secondary 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.
- Identify changes in the 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. This could be accomplished 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%. This could be accomplished by expanding CTE and concurrent enrollment (dropout recovery) programs.