

Unified Improvement Planning

Implications and Guidance for the UIP during the State Assessment Transition during the 2015-16 School Year



COLORADO
Department of Education

Introduction

This document provides schools and districts with guidance on how to approach Unified Improvement Planning (UIP) during the 2015-16 school year. It is an update from guidance released in summer 2014 and provides options for local systems to customize their approach during this transitional time. Specifically, it provides context and guidance for school and district planning teams related to the following:

- School and district accountability during the 2015-16 school year
- Options for analyzing performance data for UIP in the performance indicator and sub-indicator areas affected by the state assessment transition
- Options for setting performance targets for UIP in performance indicator and sub-indicator areas affected by the state assessment transition
- Reminders regarding how to engage in performance data analysis and target setting for UIP in performance indicator and sub-indicator areas that are not changing during the assessment transition (staying the course)

Setting the Stage: State Policy Changes that Impact Unified Improvement Planning in 2015-16

Colorado transitioned to a new state assessment system, the Colorado Measures of Academic Success (CMAS) in 2014-15. In addition, during the 2015 legislative session, the state legislature passed several bills with implications for assessment, accountability and thus for improvement planning.

State Assessment Transition

Colorado administered new state assessments in science and social studies in 2014 (elementary and middle school in spring 2014; high school in fall 2014). The state administered new English language arts assessments in grades 3-11 and in mathematics in grades 3-8 with three high school assessments (CMAS assessments developed by PARCC) in spring 2015. As with any large scale assessment transition, performance level cut scores must be set. Panels of educators from across the PARCC states met this summer to engage in the performance level setting process resulting in recommendations that will go to the PARCC Governing Board. Once the Governing Board has adopted cut scores, scoring and reporting will be completed. Results are expected to be available to schools and districts in late fall. Because of the multiple steps in finalizing the state assessment results, any timelines regarding the release of CMAS/PARCC assessment results are estimates within this document.

The new CMAS assessments are specifically designed to measure the college and career ready expectations established by the Colorado Academic Standards (CAS). 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 as those were based on a previous set of state standards not anchored to college and career readiness. Likewise, the transitional growth percentiles calculated from TCAP to CMAS/PARCC, may or may not be appropriate to use for accountability, improvement planning and/or reporting purposes during the transition. If they are meaningful

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measures of school and district progress, growth results for CMAS English language arts and mathematics will be available to schools and districts in winter 2016.

HB 15-1323: Concerning State Assessments in Public Schools

With the passage of HB15-1323, changes were made to the required grade levels and content areas for the state-administered assessments. Beginning in the 2015-16 school year, state assessments will be administered in the following grade levels and content areas:

- English/language arts and math in grades 3-9 (PARCC assessments).
- Science in grades 5 and 8 and one grade level in high school to be determined (not grade 12).
- Social studies administered once in elementary, once in middle and once in high school grade levels (not in grade 12) to a representative sample of schools such that it is administered in each public school at least once every three years.
- A 10th grade assessment aligned to both Colorado Academic Standards (CAS) and the 11th grade college entrance exam.
- A college entrance exam to be given to 11th graders in at least the content areas of reading, mathematics, and science. An optional writing assessment must also be provided.

In addition to the changes in the state assessment system, HB15-1323 included some provisions that affect accountability and improvement planning:

- School plan types and district/institute accreditation ratings will not be assigned in 2015 (based on 2014-15 student performance data). Ratings will be assigned again in the fall of 2016.
- For the 2015-16 school year, each school, district and the institute shall continue to implement the plan type that was assigned for the preceding school year.
- The 2015-16 school year will not count toward the calculation of consecutive years on the state accountability clock. The department will count the 2016-17 school year as if it were consecutive to the 2014-15 school year in determining:
 - Whether a school district or the institute is accredited with priority improvement plan or below for longer than five consecutive school years
 - Whether a public school is required to implement a priority improvement or turnaround plan for longer than a combined total of five consecutive school years.

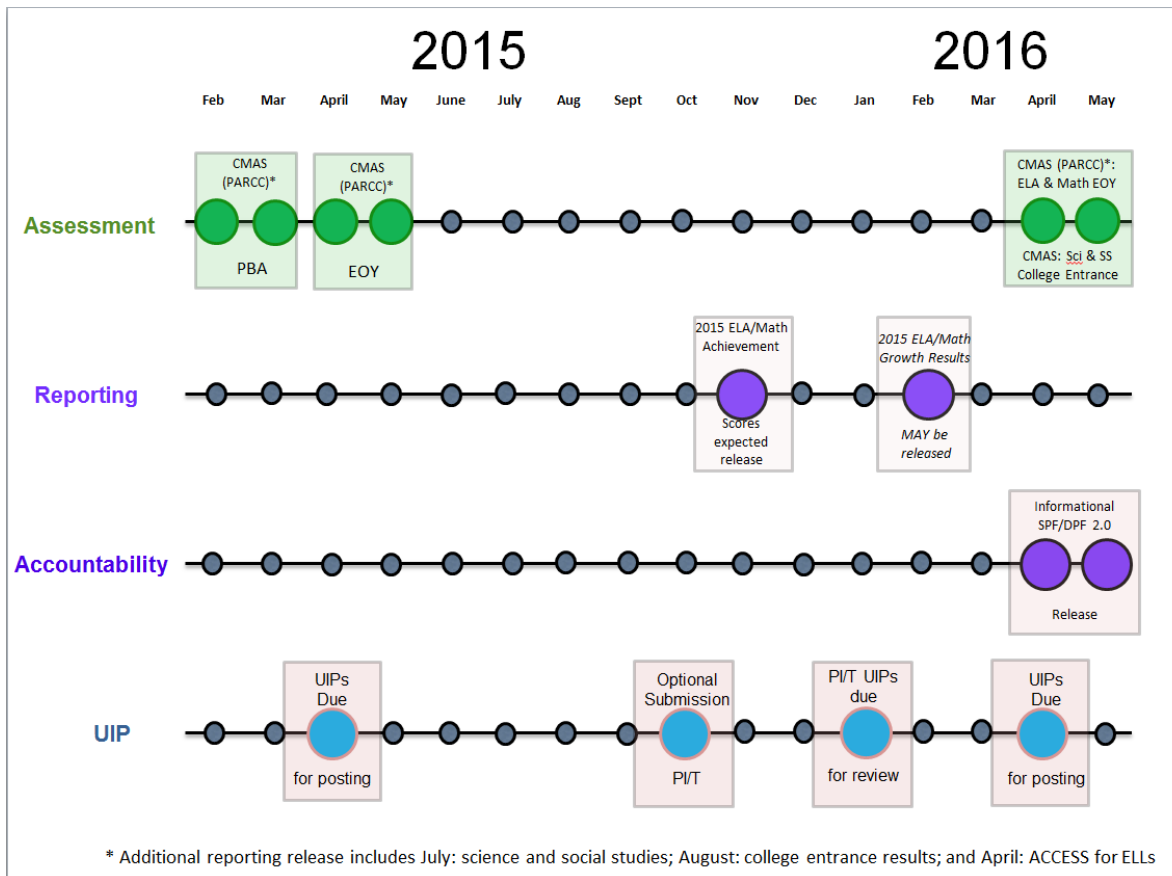
Shifts in State Accountability

As required by HB15-1323, CDE will not assign accreditation ratings or recommend plan types for the 2015-16 school year; nor will the accountability clock advance during the 2015-16 school year for schools or districts with a Priority Improvement or Turnaround Plan. Since new accreditation ratings will not be given in 2015, the request to reconsider process will also not occur in fall 2015. The next request to reconsider process will be offered in fall 2016. At that time, districts can submit local performance results for the 2014-15 and 2015-16 school years as evidence for a request to reconsider for schools or for the district. Finally, CDE will provide an update on educational accountability to the Joint Education Committee in 2015. This update will include information to help the legislature determine if accountability should resume in 2016-17.

Timeline

Figure 1 presents the assessments administration timeline, assessment reporting, accountability and UIP timeline. It is important to note that despite the changes in assessment and accountability activities, the UIP timeline will remain unaffected.

Figure 1: Assessment Administration and Reporting, Accountability and UIP Timeline during the Assessment Transition

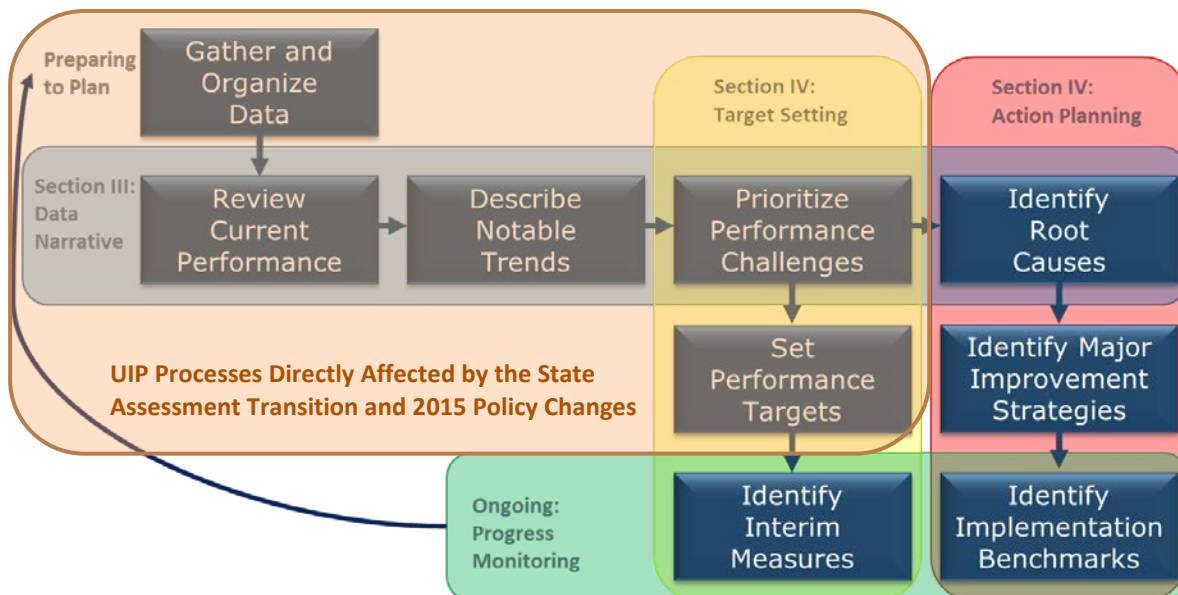


Overall Implications for Unified Improvement Planning

Despite the changes in state assessment and accountability, the UIP timeline and basic process will remain the same for 2015-16. The UIP remains a continuous improvement process, and should continue during this time period. However, the assessment and accountability transition will affect how school and district planning teams update, re-write, or write their Unified Improvement Plans (UIPs) to some degree. The remainder of this guidance will point out where planning teams may encounter challenges in the typical planning process and offer some potential solutions or at least available options.

In short, the state assessment transition will directly affect the following steps: gathering and organizing data, describing trends, prioritizing performance challenges, and setting targets. Planning teams are still expected to revisit and update those sections. Teams will need to rely more heavily on CAS-aligned local data (e.g., interim assessments) and take advantage of the state data still available throughout the school year. See the UIP process map (figure 2). This map will be referenced throughout the document to pinpoint the referenced steps.

Figure 2: Unified Improvement Planning Process Map



A Basic Approach to Updating or Re-Writing the UIP

In the absence of 2015 SPF/DPF reports planning teams should follow this basic approach in their analysis of school/district performance:

- Start with the 2014 Performance Framework report and 2014-15 UIP.
- Review additional performance data for the 2014-15 school year (as available and aligned with the Colorado Academic Standards).
- Determine the degree to which performance data for the 2014-15 school year provides evidence that school/district performance has changed from previous analysis.
- Describe performance changes and document evidence to support assertions.

This basic approach to data analysis depends on whether planning teams are writing, re-writing, or updating their UIP. Planning teams in schools/districts that are writing a new UIP should consider the UIP Process for New Schools, available on the CDE website at:

http://www.cde.state.co.us/uiip/supplementalguidance_newschools_2013pdf.

Writing, Rewriting, or Updating UIPs:

- *Write a new UIP.* If the school/district did not have a Performance Framework report or a UIP in the prior year (i.e., new schools), the team will write a new plan.
- *Re-Write the UIP.* If the school/district had a Performance Framework report and a UIP in the prior year, but the UIP does not reflect the current school context, the team may consider re-writing their UIP.
- *Update the UIP.* Schools/Districts with Performance Framework reports and UIPs that still reflect the context of the school can update their UIP.

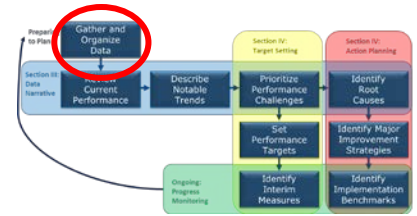
This guidance will focus on options for performance data analysis for school/district planning teams that are re-writing or updating their UIP, including (1) gathering and organizing data: Identifying additional performance evidence, and (2) adjusting UIP data analysis processes.

Gathering and Organizing Data: Identifying Available Performance Evidence

Planning teams will have access to academic achievement and growth data from assessments administered during the 2014-15 school year. This may include the following:

- Results from locally administered interim assessments (if available and aligned with the Colorado Academic Standards);
- Results of locally administered (state required) K-3 literacy assessments;
- English language proficiency growth from ACCESS for ELLs;
- CMAS achievement results for science for the 2013-14 and 2014-15 school years (elementary and middle); and
- CMAS: PARCC English language arts and mathematics achievement results (expected availability of results in November 2015).

Refer to the section title “Staying the Course: Data Analysis Elements that Remain Constant”, later in this document for guidance supporting analysis of the results of locally administered K-3 literacy assessment results and English language proficiency results from ACCESS for ELLs. See [Appendix B](#) for a timeline on available state datasets and reports.



SOCIAL STUDIES

Beginning with the 2015-16 school year, CMAS Social Studies will be administered at each school once every three years in one elementary, middle and high school grade level, but not in grade 12 (per SB15-056). Given the inconsistency in availability of state data, this assessment is not described for use in trend analysis or target setting for the UIP process.

Quality of 2014-15 Performance Data Sources

As local planning teams determine what performance data from the 2014-15 school year to use, several issues should be considered that may impact the degree to which data provides an accurate and representative picture of the performance of the school or district. This includes: student participation rates, alignment of local instruments to the CAS, changes to the versions of assessment instruments (e.g., local interim, K-3 literacy assessments for the READ Act), and changes to cut scores/performance level descriptors.

Participation Rates. With increased numbers of parents excusing students from assessments administered during the 2014-15 school year, local planning teams should determine whether decreased student participation in assessments should affect how they use school or district-level results for planning. Specifically, teams should consider the degree to which aggregate metrics (derived from individual student results) still provide a complete and accurate picture of the performance of the “group” (e.g., district, school, a grade level, disaggregated student group). If student participation of a group of students was disproportionately over (ex. English learners) or under-represented (ex. non-FRL) or was substantially below the federally required 95% participation rates, teams should report their participation rates in their data narrative when describing the assessment results. If participation rates were much lower for some grade levels than others, planning teams may consider using the grade level data separately (rather than as part of school- or district-level data).

Locally Administered Interim Assessment Results. From the beginning, the UIP process has included an expectation that local planning teams use locally administered interim measures to monitor progress toward performance targets. UIPs should include the measures, metrics, and frequency of administration for interim assessments used for monitoring progress. Districts/schools have discretion in choosing these assessment instruments. During the state assessment transition, districts and schools may choose to rely more heavily on locally administered interim assessment results for data analysis and target setting, in addition to progress monitoring. Planning teams should still consider issues that could impact the accuracy of these results, including: student participation rates, the alignment of their interim assessments with the Colorado Academic Standards, and whether or not these assessment instruments are also being revised during this same time period.

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 provided several metrics or scores at both the individual and aggregate levels that schools and districts have been using to monitor the progress of their improvement efforts. These same metrics also can be used for UIP data analysis and target setting. Local teams can consider results from spring-to-spring, fall-to-fall or fall-to-spring administrations to describe annual trends in performance.

CDE provides suggested comparison points for aggregate metrics from 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 for 2014-15. Working with the assessment vendors, CDE identified performance levels or cut scores comparable to the 50th percentile of performance for all schools/districts using these assessment instruments. Schools and districts may consider using these comparison points in making judgments about their current performance. It is important to note, however, that these comparison points represent *minimum expectations*. Many schools and districts will exceed these comparison points. Additionally, these expectations have not been set in relation to performance on TCAP or CMAS, but are solely based on the vendor's information. For more information, see [Appendix A](#): Additional Resources.

Some vendors have already engaged in analysis to benchmark their assessment instrument scores against Common Core State Standards which are incorporated into the Colorado Academic Standards. In these instances, vendor provided comparison points may also be important for planning teams to consider and may include comparison points above the minimum expectations established by CDE. Local planning teams should select comparison points to use which best fit their local context.

CMAS Results. During the 2015-16 school year, CDE will provide schools and districts access to new performance results from CMAS in English language arts, math, science and social studies. However, the results available will vary by content area. [Appendix B](#) summarizes the performance data that CDE will make available to schools and districts across all content areas during the 2015-16 school year, and when it will be available to support improvement planning. [Appendix C](#) includes additional information about these CMAS metrics and comparison points.

The state will make available each aggregate metric identified in [Appendix B](#) at the following levels: state, district, and school overall, as well as for each grade level or high school assessment (for math) in which the state administered the assessment. In addition, the state will provide these metrics for the following student disaggregated groups: race/ethnicity groups; Free/Reduced Lunch participation; Special Program participation; and level of English proficiency. As described above, planning teams should consider student participation rates when using these results.

Adjusting UIP Data Analysis Processes for Academic Achievement, Growth and Growth Gaps

Next, this guidance addresses specific approaches planning teams can take to engage in each of the data analysis steps during the assessment transition for Academic Achievement, Growth, and Growth Gaps -- the performance indicators that the state assessment transition will affect. (Note: Post-secondary Workforce Readiness measures all remain constant for 2015.) These steps include the following: *Review Current Performance, Describe Notable Trends, and Prioritize Performance Challenges.*

Review Current Performance

Typically, planning team review of current performance begins with newly released state SPF/DPF reports. During the state assessment transition, planning teams should instead use their 2014 SPF/DPF reports and 2014-15 UIPs as a foundation, and use additional, relevant performance evidence from the 2014-15 school year to perform each of the following functions:



- 1) **Identify Plan Type Assignment or Accreditation Rating.** Schools and districts will continue to implement their final 2014 SPF/DPF ratings for the 2015-16 school year.
- 2) **Identify Performance Indicator(s) for Which Performance Did Not Meet Expectations.** Planning teams must establish priority performance challenges in all performance indicator areas for which local performance did not meet minimum state and local expectations. To identify these performance indicator(s) (and related sub-indicators) planning teams can begin with those areas that did not meet expectations during the 2013-14 school year (as described in their 2014-15 UIP Data Narrative). They should then use available additional performance evidence to answer the following questions:

- Did performance change significantly during the 2014-15 school year? (This could include areas in which performance increased or decreased.)
- If so, in what content areas? For what grade levels? For which disaggregated student groups?

If performance did change during 2014-15, planning teams may change which performance indicators they indicate did not meet expectations. However, evidence should be included in the data narrative to support this change.

- 3) **Gauge the Magnitude of the Overall Performance Challenges.** Planning teams should first review the magnitude of the overall school/district performance challenges during the 2013-14 school year, (this may have been identified in the 2014-15 UIP data narrative). Then they can respond to the following, additional questions:

- Is there evidence that the magnitude of the overall school/district performance challenges changed between the 2013-14 and the 2014-15 school years?

Determining the Magnitude of Overall Performance Challenges. Consider the following questions:

- Were the performance challenges of the school/district something that affected 85% or more of the students in the school? Or less than 15% of the students in the school?
- Were significant performance challenges evident across all content areas? Did performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker? Stronger? Which content area?
- Were significant performance challenges evident across all disaggregated groups? Was performance weaker for one or more disaggregated student groups? Which group(s)?

- What evidence supports a decision that the magnitude of the overall school/district performance challenges has increased? Decreased?

Once they have responded to these questions, planning teams can update the current magnitude of the overall school/district performance challenge in their UIP data narrative. This will help them to identify priority performance challenges at an appropriate level and ensure associated root causes reflect the magnitude of the overall performance challenges.

- 4) Review Prior Year's Performance Targets.** How planning teams will review the degree to which they met their prior year's performance targets in Academic Achievement, Growth and Growth Gaps for the 2015-16 school year depends upon how they set those targets during the 2014-15 planning process. See description in later section for options for setting performance targets.

Describe Notable Performance Trends

Planning team efforts to identify notable performance trends should begin with trends through the 2013-14 school year (as described in their 2014-15 UIP Data Narrative), and add information regarding changes to trends in performance from appropriate available performance data from the 2014-15 school year. Teams should focus on the following questions:



- Is there reason to believe the performance trajectory (for Academic Achievement, Growth, or Growth Gaps) has changed from the 2013-14 school year?
- If so, what evidence can be provided that demonstrates that performance has changed?

Teams can strengthen their trend analysis by providing trends from multiple years of locally administered interim assessments (aligned with Colorado Academic Standards) if appropriate and available. Planning teams that are re-writing their UIPs may want to re-analyze performance data to describe trends up to and including the 2013-14 school year. See [Appendix A: Additional Resources](#) for links to state resources to support this analysis. How planning teams engage in trend analysis may be somewhat different for academic achievement and academic growth/growth gaps.

Academic Achievement. Planning teams should identify notable performance trends for academic achievement in reading, writing (English/language arts), math and science (elementary and middle). Planning teams may identify trends for achievement in English language proficiency.

When identifying trends in achievement for reading, writing and math, teams should focus on this question: Is there reason to believe the achievement trajectory has changed from the 2013-2014 school year? The following list includes performance data teams could consider in answering this question for their achievement in reading, writing and math:

- Include analysis of K-3 literacy trends. READ Act requirements still apply in 2015-16.
- Consider local interim assessment results in reading, writing and math that are aligned to the CAS. Describe the trends in spring to spring performance if available. Use both CDE provided and vendor provided comparison points in describing these trends.
- Consider things that pop out in a single year's data from CMAS. If available, and sufficient participation rates, specifically note school percentile rank. Is it a notable change from the school percentile rank on TCAP in the same content area for 2013-14?

- Consider achievement by grade level and disaggregated groups across all above evidence sources when available.

In science, for elementary and middle schools, planning teams should consider two-year rather than three- to five-year trends for Academic Achievement, utilizing CMAS results from the 2013-14 and 2014-15 school years. Teams may want to pay particular attention to the degree to which performance in science for the last two years is consistent with or represents a departure from the school/district science performance on TCAP in prior years. One way to make this comparison, given the change in scores across the two instruments, would be to compare the school/district percentile rank in science to the school/district percentile rank based on the 2013-14 and 2014-15 CMAS results (available in the 2015 State Data Resource report). See [Appendix B: School and District CMAS Results](#) for a more detailed description of this metric. In addition, remember to consider the participation rates in these assessments.

Note, because the measure and metrics used to measure English language proficiency attainment have not changed, teams could review and describe trends over three years related to English language attainment using metrics based on ACCESS for ELLs.

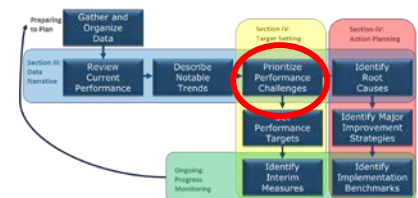
Academic Growth and Growth Gaps for reading, writing and math. If appropriate metrics are available, planning teams should consider identifying notable growth trends in reading, writing and mathematics. Transitional growth percentiles calculated from TCAP to PARCC may be available, but availability will not be determined until winter 2015-16. For more information, please access “The Colorado Growth Model During the State Assessment Transition,” (<http://www.cde.state.co.us/accountability/coloradogrowthmodelduringtheassessmenttransition>). In the meantime, some locally administered interim assessments include growth metrics. While many vendor created growth measures are different than the Colorado Growth Model, planning teams may still consider using these metrics over time.

As a reminder, Colorado does not define growth gaps as a comparison between disaggregated groups of students (e.g., FRL compared to non-FRL students), but rather a particular disaggregated groups’ progress in meeting state expectations. Colorado has defined “Growth Gaps” as the gap between the actual academic growth of students in a disaggregated group and the growth those students would need to have made to be “on-track” to be proficient or remain proficient within a designated amount of time. Any analysis of trends in growth gaps based on interim assessment results should consider this definition.

Prioritize Performance Challenges

When prioritizing performance challenges for Academic Achievement, Academic Growth and Growth Gaps, planning teams should first consider the following questions:

- Is the school/district required to establish a priority performance challenge in performance indicators?
- Did the school/district 2014-15 UIP identify priority performance challenge(s) in any of these performance indicators?



If yes is the answer to either question, then the school/district should consider establishing or maintaining a priority performance challenge related to the performance indicator(s) in their 2015-16 UIP. Once planning teams have determined they need to establish or reaffirm one or more priority performance challenge(s) in these performance indicators, they should consider this question:

- Do we have evidence that our priority focus related to Academic Achievement, Growth and/or Growth Gaps remains the same or has shifted from our prior year's plan?

To answer this question, planning teams will need to refer to their notable trends (described above). Priority performance challenges come from patterns of trends that are a concern for the school/district; however, they are likely to combine more than one trend statement (e.g., both the *Growth* and *Achievement* of 4th grade English language learners in math may point to this as a priority performance challenge). As planning teams review their notable trends, they may find one of the following scenarios applies.

Trends show . . .	Decision Point	Evidence
Performance has improved in an area previously identified as a priority performance challenge.	Did performance improve enough that a different performance challenge should be the focus for the upcoming year?	Report on evidence that supports the assertion that performance improved significantly.
Performance remained stable in an area previously identified as a priority performance challenge.	Did performance decline more in another area? Should another performance challenge replace this priority for the school/district?	Report on evidence that supports the assertion that performance remained stable in this area and declined more in another area.
Performance declined in an area previously identified as a priority performance challenge.	Maintain the priority performance challenge.	Report on evidence that performance declined.

If a planning team decides to change their priority performance challenges, corresponding adjustments to root causes and action plans should be made.

Staying the Course: Data Analysis Elements that Remain Constant

Some data analysis elements within the planning process should not be affected by the state assessment transition, nor by the 2015-16 changes in the accountability system. This includes analysis of K-3 literacy required by the READ Act, English language proficiency and Postsecondary Workforce Readiness data.

Early Literacy for the READ Act

Early literacy is part of the Academic Achievement, Growth and Growth Gaps indicators. During the state assessment transition, elementary schools and districts should have access to local K-3 literacy assessment results as required by the READ Act (HB 12-1238). The READ Act specified that schools and districts will meet some of their reporting requirements through the UIP process beginning in the 2014-15 school year. 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.”

Measures

For the 2013-14 school year through the 2015-16 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, these include the following: Dynamic Indicators

of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); and Phonological Awareness Literacy Screening (PALS).

The State Board identified additional interim assessment instruments that districts may use for the identification of students with significant reading deficiencies beginning in the 2014-15 and for subsequent school years. The additional state approved assessment instruments include the following: Aimsweb, Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next), Formative Assessment System for Teachers (FAST), i Ready, ISIP ER, Istation, Phonological Awareness Literacy Screening (PALS) and STAR Early Learning. The Spanish instruments include the following: Indicadores Dinámicos del Éxito en la Lectura (IDEL); ISIP ER Spanish, Istation; and Phonological Awareness Literacy Screening Español. For the 2014-15 and 2015-16 school years, districts could continue to use their existing approved K-3 reading assessment instrument or begin using one of the newly approved instruments.

Metrics

Schools and districts are required to consider two different metrics as part of their improvement planning efforts: (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) an aggregation (total number and/or percent) of students identified as having a Significant Reading Deficiency (identified in the fall).

Working in collaboration with the vendors for each assessment instrument, CDE identified individual metrics and cut scores associated with each approved assessment instrument that districts should use in identifying students as having a Significant Reading Deficiency. 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. A student may perform below the level identified as “grade level expectation” while simultaneously performing above the level identified as “having significant reading deficiencies.” Thus, these represent two different individual metrics that could be aggregated.

Districts are required to annually report to the state which students they have identified as having a Significant Reading Deficiency. Thus, districts should be able to calculate the required aggregate metric, the number and/or percent of students identified as having a Significant Reading Deficiency (in the fall). Assessment vendors also typically provide reports that include the number and/or percent of students “meeting grade level expectations in reading.”

Additional Early Literacy Metrics

Planning teams may also consider using the number or percent of students who made gains during the school year sufficient for them to no longer be identified as having a Significant Reading Deficiency among those who had been identified at the beginning of the year.

Comparison Points

As part of the 2014 request to reconsider process, CDE identified state expectations for the following aggregate metrics for each approved K-3 literacy interim assessment instrument: percent of students at or above benchmark and changes in the percent of students identified as having a Significant Reading Deficiency from fall to spring. These aggregate cut scores represent comparison points that schools and districts can use in evaluating their own performance and establishing performance targets. It is important to note that these comparison points represent minimum expectations and were not set based on later performance on state assessments. Many schools and districts will exceed these comparison points. Schools and districts may choose to additionally consider vendor provided comparison points in evaluating their performance for these additional measures. See link provided for CDE-provided “Assessment

Instrument Descriptions” which include vendor provided comparison points for approved K-3 Reading Interim Assessments in [Appendix A](#).

Performance Target Requirements

The READ Act requires schools and districts to set performance targets and report on them in the UIP for the percent of students meeting grade level expectations in reading (K-3), and the percent of students having a Significant Reading Deficiency (as identified in the Fall). This requirement does not depend on planning teams having identified K-3 literacy as a priority performance challenge.

Each of the approved K-3 literacy assessment instruments are designed to be administered three times during a school year - fall, winter and spring, although state statute does not require administration to be this frequent. In establishing performance targets based on these metrics, planning teams should specify the administration window to which the performance targets apply.

English Language Proficiency

English language proficiency is a sub-indicator within the Academic Growth performance indicator; it is also the focus of district-level Title III Annual Measurable Achievement Objectives (AMAOs). If 16 or more English Learners (ELs) are enrolled in a school or district, the local planning team is expected to consider student English language acquisition/proficiency in the improvement planning process. Local planning teams should specifically review growth in English language proficiency if 20 or more ELs are enrolled. If English language proficiency growth is the focus of one or more priority performance challenge for the school/district, the planning team should also establish performance targets for their students' growth in English language proficiency.

Measures

Colorado 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). WIDA Consortium member states administer ACCESS for ELLs annually to monitor students' progress in acquiring academic English from Kindergarten through 12th grade, to students identified as English Learners (ELs).

Metrics

For the 2013-14 school year, CDE calculated transitional Student Growth Percentiles for individual ELs based on their overall scale scores on ACCESS for ELLs and CELA Pro. Then, beginning in the 2014-15 school year, CDE produced Student Growth Percentiles based on ACCESS for ELLs overall scale scores, for any student who received at least two ACCESS for ELL overall scale scores and followed a normal grade progression. CDE then calculated and provided Median Growth Percentiles at the school and district levels. CDE also provides the following metrics at the school and district level to summarize student English language proficiency as measured by ACCESS for ELLs: number of students tested at each performance level (1 to 6) by grade cluster, percent of student scoring proficient at each performance level by grade cluster, the total number and percent of students attaining English language proficiency (scoring at performance level 5 or higher), the number of students for each performance level (starting), and the percent of students increasing at least one performance level for each starting performance level.

School/district planning teams are required to analyze their median growth percentiles and median adequate growth percentiles for ELs as part of their improvement planning efforts. In addition, districts must also consider (and schools

may want to consider) the progress students make in reaching higher performance levels and the percent of students attaining English language proficiency (AMAO 2).

Comparison Points

In 2014, with two years of ACCESS for ELLs assessment results available, CDE was able to calculate median *adequate* growth percentiles for the first time. 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 a higher level of English language proficiency in a given time frame. CDE uses these median adequate growth percentiles to determine sub-indicator ratings on the SPF/DPF reports, just like for growth in other content areas. These expectations are available in the 2014 SPF/DPF Scoring Guide and Reference Pages (attached to each school/district report).

In evaluating their performance and determining performance targets, school and district planning teams should consider the expectations for the MGP metric 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 for 2014. 2015 ACCESS growth results will be available to districts and schools for improvement planning purposes in the summer of 2015. They could also consider the state AMAO targets for the percent of students attaining English language proficiency available here: <http://www.cde.state.co.us/fedprograms/tiii/amaos>.

Postsecondary and Workforce Readiness

Postsecondary and Workforce Readiness (PWR) is a performance indicator for all high schools and school districts in Colorado. Thirty five percent of high schools' plan type assignments and districts' accreditation ratings are based on student performance in the PWR indicator. High schools and districts are expected to annually review their current performance in this indicator, describe notable performance trends, and determine if PWR performance is a priority performance challenge. If a priority performance challenge is identified for PWR, they must also describe what aspect of their performance in this area is a priority, and establish targets for improving performance.

Measures and Metrics

High schools and districts should minimally analyze their performance using the following PWR metrics: Dropout Rates, Graduation Rates, Disaggregated Graduation Rates, and Average Colorado ACT Composite Scores. School and district analysis of their performance related to these metrics should continue during the state assessment transition.

Comparison Points

CDE provided cut scores for the *meets* and *exceeds* levels of performance for each of these existing metrics in the 2014 SPF/DPF reports. Schools and districts should continue to use these comparison points in their analysis of their performance and in setting performance targets related to these metrics (if appropriate). Updated PWR data will be provided to districts in the fall of 2015 as part of the 2015 State Data Resource.

Other PWR Metrics

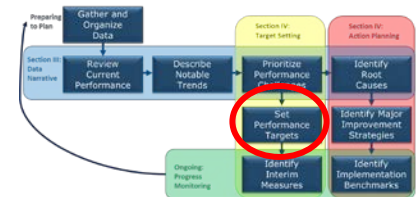
Depending on the nature of the school or district priority performance challenge, planning teams may also consider analyzing and establishing performance targets for other PWR metrics. Some of these additional metrics have the advantage of being collected and reported without the time delay of several of the required state metrics. Examples of additional PWR metrics planning teams may choose to analyze 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 rates.

- Number and percentage of students successfully transitioning into a recognized adult education program (without diploma or GED).
- 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.

Analyzing performance and 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.

Options for Target Setting for Academic Achievement, Growth and Growth Gaps



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 Colorado's improvement planning process. Because of the state assessment transition, schools and districts should have made some adjustments in establishing performance targets for the 2014-15 and 2015-16 school years. Similar adjustments will need to be made in plans submitted during the 2015-16 school year.

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. It should also be noted that during the 2014-15 school year, elementary schools and districts were expected to set performance targets related to K-3 reading performance in their improvement plans to meet READ Act requirements (as described previously).

Since performance level cut scores have been established for CMAS Science at the elementary and middle levels, planning teams can establish performance targets for science using CMAS results at those levels during the 2015-16 school year, as well.

Because of the state assessment transition, schools and districts considered some new ways of setting performance targets for Academic Achievement, Growth, and Growth Gaps in

Basic Target Setting Process

The basic approach for setting annual performance targets for plans submitted during the 2014-15 and 2015-16 school years includes 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 the following:

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, use state administered instruments and measures for target setting.
 - b. For priority performance challenges related to academic achievement and growth in the content areas, select measures/metrics that are available.
 - 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. Metrics should include the number/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.

English/language arts and mathematics for the 2014-15 UIP and may need to do the same for the 2015-16 school year. Options for setting performance targets during this timeframe include the following:

1. Set performance targets based on local assessment results using instruments that are aligned with the Colorado Academic Standards.
2. For English language arts and mathematics, use the approach the state took to establishing *meets* and *exceeds* SPF ratings for TCAP and set targets for the schools percentile ranking on CMAS assessments.
3. Describe action steps in the 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.

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

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

During the state assessment transition, school and district planning teams could decide to establish annual performance targets using locally administered assessment instruments and associated metrics for academic achievement.

Measures and Metrics

As described above, 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 use for monitoring the progress of their improvement efforts. In establishing performance targets for plans submitted during the 2015-16 school year, planning teams may make use of these interim assessments and select associated aggregate 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). CDE is also in the process of expanding guidance to establish measures, metrics and state expectations for several other nationally normed interim assessments.

Comparison Points

As described above, CDE provides suggested comparison points for the five most common interim assessments in the guidance for districts and schools submitting requests to reconsider of the district accreditation rating and/or school plan type assignments. See [Appendix A](#): Additional Resources 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.

Limitations and Considerations

Setting and attaining targets at the comparison points identified by CDE (e.g., cut scores for use in request 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). As described above, 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. Each year on their SPF/DPF schools and districts receive a percentile rank - an indication of where their school/district falls in the distribution of all schools/districts in the state.

For English language arts and mathematics, schools and districts could consider using a similar percentile ranking approach to establish performance targets for the 2015-16 and 2016-17 school years. This metric can be used prior to the release of assessment results. For example, if the percent of students proficient and advanced on the 2014 TCAP results was 66% in elementary math, that put the school at the 39th percentile. The school could set a performance target for their percentile ranking on CMAS PARCC Math in 2015-16 for the performance categories associated with “mastering” the standards to be at the 50th percentile.

Note about Growth: Adequate growth percentiles will not be provided for the 2014-15 school year. Because of this, targets set based on the percent of students making catch-up/keep-up/adequate growth are not recommended.

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 an initial 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.

Option 3: 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 some or all 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.

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.

Appendix A: Additional Resources

Several additional resources are available to support data analysis and target setting:

- **District /School Dashboards and State Data Resource Report.** CDE has developed a series of data visualization tools that provide graphs of data currently available at the state level about an individual district or school over time. These tools include all of the data presented in the district performance framework reports from 2010 through 2014, and academic achievement and academic growth metrics over-all and for disaggregated groups for 2010-2014. This tool also includes tabs for measures from the SPF/DPF that are available again in fall 2015, including: ACCESS growth, elementary and middle school science and social studies results, graduation rates, disaggregated graduation rates, dropout rates and composite ACT scores. <http://www.schoolview.org/dish/dashboard.asp>
- **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 Descriptions.** 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/uiip/assessment_instrument_descriptions.
 - The five most commonly used interim assessment instruments (Acuity, Galileo, NWEA Maps, Scantron Performance Series, and STAR Math and Reading Enterprise).
 - Reading assessments instruments that districts have been using and are approved for use, including the following: Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); Formative Assessment System for Teachers (FAST), I Ready, Imagine Station Indicators of Progress for Early Reading (Istation), Phonological Awareness Literacy Screening (PALS), and STAR Early Learning.
 - 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 in strengthening their improvement planning efforts – whether 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>
- **TCAP/PARCC Achievement Percentile Comparison Report with Participation Rates:** Percentile rankings for schools, districts and disaggregated groups on 2013 and 2014 TCAP compared to 2015 CMAS PARCC, along with the specific participation rates. 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. (Winter 2016).

- **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 approved interim assessments.
<http://www.cde.state.co.us/coloradoliteracy/readact/index>
- **ACCESS Growth Report.** CDE annually releases an updated report on growth in English language proficiency as measured by ACCESS for ELLs with metrics provided for districts overall, by school level within districts/schools (i.e., elementary, middle, high school), and for schools over-all. This report includes the following metrics: median growth percentiles, median adequate growth percentiles, and percent of students increasing at least one ACCESS performance level from each level in the previous year. Information is only reported for schools/districts with at least 20 ELs.
<http://www.cde.state.co.us/accountability/englishlanguageproficiencygrowth>
- **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/uiip/uiip_contacts

Appendix B: School and District CMAS Results available during the 2015-16 School year

Sub-Indicator (content)	School years	Aggregate Metrics	Comparison Points	Estimated Availability
Science Grade levels 5 and 8 † Grade 12 aggregate results not available	2013-14	– % meeting standards	– % meeting standards of school/district percentile among schools/districts	2013-14: Now
	2014-15	performance levels		2014-15: Now
		– Total number/ percent of students by performance level	– State-level percent of students by performance level	2013-14: Now 2014-15: Now
		– Average scale score	– Strong and distinguished performance level cut scores – Average scale scores for Colorado	2013-14: Now 2014-15: Now
		– Percentile rank	– Percentile ranks are normative metrics	Fall 2015
Social Studies Grade levels 4 and 7 † Grade 12 results not available	2013-14	– % meeting standards	– % meeting standards of school percentile among schools	2013-14: Now
	2014-15	performance levels		2014-15: Now
		– Total number/ percent of students by performance level	– State-level percent of students by performance level	2013-14: Now 2014-15: Now
		– Average scale score	– Strong and distinguished performance level cut scores – Average scale scores for Colorado	2013-14: Now 2014-15: Now
		– Percentile rank	– Percentile ranks are normative metrics	Fall 2015
English Language Arts Grade levels 3-11	2014-15	– % meeting standards	– % meeting standards of school at 50th percentile among schools	Spring 2016*
		performance levels		
		– Total number/ percent by performance level	– State-level percent of students by performance level	
		– Average scale score	– Strong and distinguished performance level cut	

Sub-Indicator (content)	School years	Aggregate Metrics	Comparison Points	Estimated Availability
		<ul style="list-style-type: none"> Percentile rank 	<ul style="list-style-type: none"> scores <ul style="list-style-type: none"> Average scale scores for Colorado Percentile ranks are normative metrics 	
Mathematics Grade levels 3-8 and high school assessments	2014-15	<ul style="list-style-type: none"> % meeting standards performance levels Total number/ percent by performance level Average scale score Percentile rank 	<ul style="list-style-type: none"> % meeting standards of school at 50th percentile among schools State-level percent of students by performance level Strong and distinguished performance level cut scores Average scale scores for Colorado Percentile ranks are normative metrics 	Spring 2016*

†The Colorado State Board of Education has not approved performance level cut scores for the results of CMAS Social Studies assessments administered to 12th graders in fall 2014. Science performance level cut-scores have been approved for individual student level reports only. Aggregated reporting of 12th grade Science and Social Studies results have not been made available to districts, schools or the public.

Appendix C: CMAS Metrics and Comparison Points

During the 2015-16 school year, CDE will provide schools and districts access to new performance results from CMAS in English language arts, math, science and social studies. However, the results that will be available will vary by content area. The metrics that will be available include: results by performance level, average scale scores, percentile ranks (provided by the accountability office), and percent correct by prepared graduate competencies and grade level expectations (elementary and middle level science and social studies only). Each of these metrics and associated comparison points are described below.

Results by performance level. Schools and districts will have access to CMAS results by performance level in English language arts and math collected during the 2014-15 school year. Performance level descriptors are typically set through a benchmarking process. This process will begin in fall 2015 for English Language Arts and mathematics.

Standard setting for elementary and middle school CMAS in science and social studies occurred during fall 2014 (after the first administration of new state tests in those content areas). Schools and districts will have access to two years of CMAS science and social studies achievement results (2014 and 2015) for elementary and middle school levels by the fall of 2015; that includes student performance level descriptors and comparison points for aggregate metrics.

CMAS assessments include different performance level descriptors than were provided for TCAP/CSAP. English language arts and Math results will use the following performance level descriptors: Distinguished Understanding, Strong Understanding, Moderate Understanding, Partial Understanding, and Minimal Understanding. Science and social studies results use the following performance level descriptors: Distinguished Understanding, Strong Understanding, Moderate Understanding, and Limited Understanding. Note: these performance descriptions are slightly revised from language used in the 2013-14 school year. The top two performance levels, Distinguished and Strong Understanding, are considered “on track to being college and career ready.” The percent of students receiving a strong or distinguished command performance level designation is an appropriate metric to use in data analysis and target setting. Comparison points for this metric include the following: the percent strong and distinguished for the state overall and for the district (as a comparison for schools), and the percent strong and distinguished for the school at the 50th percentile among elementary and middle schools in Colorado.

Average scale scores. The average scale score is another metric that planning teams can use in data analysis and target setting. Average scale scores are meaningful aggregate metrics to use within a single content area and grade level. Average scale scores should not be calculated across content areas or grade levels. Also, note that the scale scores for CMAS assessments do not correspond to the scale scores for TCAP/CSAP. As a result, planning teams should NOT make comparisons of the average scale scores across results from these different assessment instruments. Comparison points for average scale scores (at grade level and for disaggregated groups within each grade level) for science and social studies include the strong and distinguished understanding performance level cut scores. As described above planning teams should consider student participation rates when reviewing these results.

Percentile Ranks. As reported historically for TCAP, school and district achievement percentile rankings will also be available for 2014-15 CMAS achievement results. When CDE established 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). The performance of the median school (the school at the 50th percentile among all schools in the state) during the 2009-10 school year determined the *meets* cut-point for the percent of students proficient or advanced. 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 an example of a school's percentile ranking from page two of the SPF. During the state assessment transition, CDE will provide a separate report with schools/districts percentile ranks for the new CMAS assessments in Science, Social Studies, English language arts, and Math. Percentile ranks provide a basis for comparison as part of the metric (i.e., a school with a percentile rank of 60 performed better than 60% of the schools in the state). Planning teams can use these metrics in data analysis and target setting. School percentile ranks are helpful because they provide a comparison point for school performance that is consistent even while the assessment instruments are changing. Thus, planning teams can also consider changes in school percentile ranks between TCAP and CMAS in the same content area. School percentile ranks in science and social studies will be available in the fall of 2015 for assessments administered in the spring of 2015 through the State Data Resource Report. School percentile ranks for ELA and mathematics will be available later in the fall or winter of 2015-16. As described above planning teams should consider student participation rates when reviewing these results.

Performance Indicators							Level: Elementary	
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 Adequate 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				

New metrics for science and social studies. For each grade level tested in science and social studies, schools/districts will receive percent correct scores by prepared graduate competency (PGC) and by grade level expectation (GLE). These metrics are based on the percent of students who answered correctly individual items or sets of items administered in a specific school year. It is important to note that some sets of items may be more difficult than others; so unlike the scale score, the percent correct metric cannot be compared across groups of items or across school years. Planning teams should use caution if they analyze these metrics as part of improvement planning efforts. These metrics should not be used to identify performance trends. The percent of students getting an item correct by school, district and for the state overall can be considered an indicator of how difficult students at the school, district and state levels found specific items. Within a given school year, these metrics could be used to identify areas in which further diagnosis is warranted. No inferences should be made solely based on student performance on a single test item. Once an area of possible weakness has been identified, supplementary data should be gathered to determine if this is an indicator of actual weaknesses in the instructional program. As described above, planning teams should consider student participation rates when reviewing these results.



Appendix D: State Data Resource Fact Sheet

Availability of State Data Resources During the 2015-16 School Year -- DRAFT



State Data to Support School and District Unified Improvement Planning Efforts

Timeline	Dataset/Report	Description of Data Set/Reports	Location of Data Set/Report	Recommended Use in UIP						
				Trends	PPCs	Root Cause	Targets	Interim Measure	Action Plan	Imp. Benchmark
Summer 2015	TELL Colorado Survey Results (school and district levels)	Dataset/Reports on educator perception of building level teaching and learning conditions. Collected biennially (e.g., 2015, 2013). Multiple reports: Longitudinal heat maps, scatterplots, detail reports with bar graphs, and Excel Downloads.	All reports accessible at: www.tellcolorado.org/results , except District Heat Map and Scatterplot at www.tellcolorado.org/dashboards (superintendent and district accountability contacts have password)			X				X
	2014-15 Science and Social Studies CMAS	Aggregate participation and achievement dataset available for elementary and middle school levels only.	CDE website: http://www.cde.state.co.us/assessment	X	X		X			
	2014-15 ACCESS for ELLs (Achievement & Growth)	English language proficiency assessment given annually to K-12 students identified as English language learners (ELLs). Provides English language proficiency level overall and in the language domains of Listening, Speaking, Reading and Writing.	Achievement: http://www.cde.state.co.us/assessment/ela-dataandresults Growth: http://www.cde.state.co.us/accountability/englishlanguageproficiencygrowth	X	X		X			
	Colorado ACT	Aggregate report of 11th grade assessment of college and career readiness. File contains average composite and average scores for each academic assessment section (i.e., English, Mathematics, Reading, Science).	CDE website: http://www.cde.state.co.us/assessment/coact-dataandresults	X	X		X			
End of August 2015	Pre-populated UIP Report	Report with pre-populated data and tailored directions for school/district with accountability or program requirements that must be met in the UIP. In 2015-16, this report will only include program level data.	Accessed through the online UIP System by logging into the Identity Management System – for online and MS Word template users—at: http://www.cde.state.co.us/uiip/uiip-online-system	-	-	-	-	-	-	-
	State Data Resource Report	A report available for 2015-16 only. Includes available data that would typically be shared through the performance frameworks (e.g., graduation rates, dropout rates, ACT, ACCESS growth, CMAS Science and Social Studies).	New Tab on DISH: http://www.schoolview.org/dish/dashboard.asp New Tab on School Data Dashboard: http://www.schoolview.org/dish/schooldashboard.asp	X	X		X			
	DISH (district) and School Data Dashboard	Data visualizations of publicly available data, including demographic, performance framework, and performance data. Where possible, data will be updated in 2015-16.	DISH: http://www.schoolview.org/dish/dashboard.asp School Data Dashboard: http://www.schoolview.org/dish/schooldashboard.asp	X	X		X			



Timeline	Dataset/Report	Description of Data Set/Reports	Location of Data Set/Report	Recommended Use in UIP							
				Trends	PPCs	Root Cause	Targets	Interim Measure	Action Plan	Imp. Benchmark	
Fall 2015 (Expected mid-Nov.)	CMAS PARCC English Language Arts and Math	Aggregate dataset available for elementary, middle and high school levels with achievement results only.	Once released publicly, dataset available at: http://www.cde.state.co.us/assessment	X	X		X				
	TCAP/PARCC Achievement Percentile Comparison Report	A report showing the percentile rankings of schools/districts' percentage of students scoring at or above benchmark on CMAS/PARCC assessments. Percentile rankings from prior year TCAP achievement results will be included to allow comparisons across years.	TBD	X	X		X				
Winter 2015-16	Graduation/Dropout Data	Aggregate data on graduation and dropout rates. Note that there is always a year lag in the reporting of this data.	Graduation Data: http://www.cde.state.co.us/cdereval/gradcurrent Dropout Data: http://www.cde.state.co.us/cdereval/dropoutcurrent	X	X		X				
	Transitional Growth Report (Tentative)	A report that <i>may</i> be provided to districts to show transitional growth percentile data (TCAP to CMAS PARCC growth). This data release will depend on validity of results.	TBD	X	X		X				
Spring 2016	SPF/DPF 2.0 Information Report	A report that simulates a school or district's accountability information within the revised performance framework format. While 2014-15 data will be used, it will be provided for informational purposes only and is not intended for public release.	TBD	-	-	-	-	-	-	-	-
Ongoing – Locally Determined Timeline	Student Measures from Local Assessments	Results from local assessments that are aligned with the Colorado Academic Standards should be used to update the school or district UIP. Helpful resources include (1) Assessment Instrument Descriptions for the most common interim assessments and (2) the Request to Reconsider tool.	Assessment descriptions: http://www.cde.state.co.us/uiip/assessment_instrument_descriptions Request for Reconsideration: http://www.cde.state.co.us/accountability/requesttoreconsider	X	X		X	X			
	Process/Perception Data about the School System	Qualitative data sources about the school or district system (e.g., quality reviews, survey data) should be used to update the school or district's UIP.	Available at the local level only.			X					X