

District Accountability Handbook

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The purpose of this handbook is to provide an outline of the requirements and responsibilities for state, district and school stakeholders in the state’s accountability process established by the Education Accountability Act of 2009 (SB 09-163).

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Appendices

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Overview of Accountability System

The Colorado Achievement Plan for Kids Act of 2008 (CAP4K) aligns the public education system from preschool through postsecondary and workforce readiness. The intent of this alignment is to ensure that all students graduate high school ready for postsecondary and workforce success. The Education Accountability Act of 2009 aligns the state's education accountability system to focus on the goals of CAP4K: hold the state, districts and schools accountable on a set of consistent, objective measures and report performance in a manner that is highly transparent and builds public understanding.

Stakeholder Roles

Colorado's system of accountability and support requires the coordinated efforts of several key stakeholder groups:

- The **Colorado Department of Education** (Department) is responsible for providing high-quality information to a variety of stakeholders about school and district performance. The Department evaluates the performance of all public schools, all districts and the state using a set of common Performance Indicators. The Department also accredits districts and provides support and assistance to districts in evaluating the district's and the district's schools' performance results so districts and schools can use that information to inform improvement planning.
- The **Colorado State Board of Education** (State Board) is responsible for entering into accreditation contracts with local school boards and directing local school boards regarding the types of plans the district's schools shall implement.
- **Local school boards** are responsible for accrediting their schools and for overseeing the academic programs offering by their schools to meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators (achievement, growth, closing gaps, and postsecondary/workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement the type of plan required by the State Board.
- **District leaders** are responsible for overseeing the academic programs offering by their district's schools to meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators. They play a key role in the creation, adoption, and implementation of their district's Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board, as well as in reviewing their schools'

Performance, Improvement, Priority Improvement or Turnaround plans. They also have a key role in recommending to the school board the accreditation category of each district school.

- **District Accountability Committees** are responsible for making recommendations to their local school boards concerning priorities for spending districts funds, making recommendations concerning the preparation of the district’s Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), and cooperatively determining other areas and issues to address and make recommendations upon.
- **School leaders** are responsible for overseeing the academic programs offering by their school to meet or exceed state and local performance expectations for levels of attainment on the state’s four key Performance Indicators. They also play a key role in the creation, adoption, and implementation of a school’s Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board.
- **School Accountability Committees** are responsible for making recommendations to their principal concerning priorities for spending school funds, making recommendations concerning the preparation of the school’s Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), and meeting at least quarterly to discuss implementation of the school’s plan and other progress pertinent to the school’s accreditation contract with the local school board.

District Accreditation Contracts

Contract Contents:

The Department is responsible for annually accrediting all of the school districts in the state. The State Board will enter into an accreditation contract with each local school board, which shall take effect on July 1, 2010. Each contract will have a *term of one year* and which will be *automatically renewed* each year so long as the district remains in the accreditation category of “Accredited with Distinction”, “Accredited”, or “Accredited with Improvement Plan.” A district that is “Accredited with Improvement Plan” or “Accredited with Turnaround Plan” will have its contract reviewed and annually agreed upon. The parties to the contract may renegotiate the contract at any time during the term of the contract, based upon appropriate and reasonable changes in circumstances.

Each contract, at a minimum, will address the following elements:

- The district’s level of attainment on the four key performance indicators—Student Longitudinal Academic Growth, Student Achievement on Statewide Assessments, Postsecondary and Workforce Readiness, and Progress Made on Closing the Achievement and Growth Gaps;

- The district’s adoption and implementation of its performance, improvement, priority improvement or turnaround plan (whichever is appropriate based on the district’s accreditation category);
- The district’s implementation of its system for accrediting its schools, which must emphasize school attainment on the four key performance indicators and may, in the local school board’s discretion, include additional accreditation indicators and measures adopted by the district; and
- The district’s substantial, good-faith compliance with the provisions of Title 22 and other statutory and regulatory requirements applicable to districts.

Compliance with Contract Terms:

To monitor substantial, good-faith compliance with the provisions of Title 22 and other statutory and regulatory requirements applicable to districts, each contract will include the following assurances: (1) an assurance that the district is in compliance with the budgeting, accounting, and reporting requirements set forth in Articles 44 and 45 of Title 22, (2) an assurance that the district is in compliance with the provisions of section 22-32-109.1, C.R.S., concerning school safety, and the Gun Free School Act, 20 U.S.C. 7151, and (3) an assurance that the district is in substantial good-faith compliance with all other statutory and regulatory requirements that apply to the district. For purposes of monitoring a district’s compliance with its accreditation contract, the Department may require information or conduct site visits as needed.

If the Department has reason to believe that a district is not in substantial compliance with one or more of the statutory or regulatory requirements applicable to districts, it will notify the local school board and the board will have 90 days after the date of the notice to come into compliance. If, at the end of the 90 day period, the Department finds that the district is not substantially in compliance with the application requirements, meaning that the district has not yet taken to the necessary measures to ensure that it shall meet all legal requirements as soon as practicable, the district may be subject to loss of accreditation and to the interventions specified in section 22-11-209, C.R.S.

Accreditation Contract Template:

For Model District Accreditation Contract, please see Appendix B.

District Accreditation Reviews

District Performance Framework:

The Department will annually review each district’s performance, no later than August 15th of each school year. In reviewing the district’s performance, the Department will consider the district’s results on the District Performance Framework. The District Performance Framework measures a district’s

attainment on the four key performance indicators identified in Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement:** The Academic Achievement Indicator reflects how a district's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was adequate for the typical (median) student in this school to reach proficiency in three years or by the 10th grade, whichever comes first, as measured by the CSAP.
- **Academic Growth Gaps:** The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student subgroups and students below proficient. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students who scored at the below proficient level.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or jobs upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Based on State identified measures and metrics, districts receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a district's performance. *Please see Appendix C for a visual of the components of the District Performance Framework (DPF).* For more information about the DPF, please see: <http://www.schoolview.org/learningcenter.asp>.

Annual Accreditation Process:

Step One: On August 15th of each school year, based on an objective analysis of each district's attainment on the four key Performance Indicators, the Department will determine whether each district exceeds, meets, approaches, or does not meet state expectations for attainment on the Performance Indicators. At that time, the Department will also consider each district's compliance with the requirements specified in that district's accreditation contract. Taking into account this information concerning attainment on the Performance Indicators and concerning compliance with the accreditation contract, the Department will make an initial assignment for each district to one of the following accreditation categories:

- **“Accredited with Distinction”**, meaning the district meets or exceeds state expectations for attainment on the Performance Indicators and is required to adopt and implement a performance plan;
- **“Accredited”**, meaning the district meets state expectations for attainment on the performance indicators and is required to adopt and implement a performance plan;
- **“Accredited with Improvement Plan”**, meaning the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an improvement plan;
- **“Accredited with Priority Improvement Plan”**, meaning the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a priority improvement plan; and
- **“Accredited with Turnaround Plan”**, meaning the district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the commissioner’s approval, and implement a turnaround plan.

On August 15th of each school year, the Department will provide a District Performance Framework Report to each district the data used by the Department to conduct its analysis of the District’s performance and the Department’s initial accreditation assignment. *Please see Appendix D for a sample District Performance Framework Report, with an initial accreditation assignment.*

Step Two: No later than October 15th of each school year, if the district disagrees with the Department’s initial accreditation assignment and wishes to provide additional information for consideration, the district may submit a statement about the extent to which the district effectively implemented its plan with fidelity during the previous academic school year. This statement must include information about the specific improvements, changes and interventions the district has implemented to improve its performance and the extent to which the district has successfully met the interim targets and implementation benchmarks in its plan during the previous academic school year. If the department has assigned the district to an initial accreditation category of Accredited with Priority Improvement Plan or Turnaround Plan, the district must submit with its statement valid and reliable data demonstrating the progress the district has made in improving its performance and in moving closer to meeting the statewide targets on the Performance Indicators and the district’s targets, and may include evidence from a Department-approved third-party review of performance.

Step Three: No later than November 15th of each school year, the Department shall determine a final accreditation category for each district and shall notify the district of the accreditation category to which it has been assigned.

A district may not remain in the accreditation category of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan for longer than a total of 5 consecutive school years before having its accreditation removed. The calculation of the total of 5 consecutive school years will

commence July 1, during the summer immediately following the fall in which the district is notified that it has been placed in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. For those districts that were placed by the Department in the “Accredited: Accreditation Notice with Support” or “Accredited: Probation” category during the 2009-10 academic school year, the district may not remain in the category of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan for longer than a total of four consecutive school years before having its accreditation removed.

District Accountability Committees

Composition of Committees:

Each local school board is responsible for either appointing or creating a process for electing the members of a district accountability committee (DAC). These committees must consist of the following:

- At least three parents of students enrolled in the district¹;
- At least one teacher employed by the district;
- At least one school administrator employed by the district; and
- At least one person involved in business in the community within the district boundaries.

A person may not be appointed or elected to fill more than one of these required member positions in a single term. If the local school board chooses to increase the number of persons on the DAC, it must ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the local school board must ensure that the parents who are appointed reflect the student populations that are significantly represented within the district. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

If a local school board *appoints* the members of a DAC, the board should, to the extent practicable, ensure that at least one of the parents appointed to the committee is the parent of a student enrolled in a charter school authorized by the board (if the board has authorized any charter schools) and ensure

¹ Note: Generally, a parent who is an employee of the district or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the district is not eligible to serve on a DAC. However, such an individual may serve as a parent on the DAC if the district makes a good faith effort but is unable to identify a sufficient number of eligible parents who are willing to serve on the DAC.

that at least one of the persons appointed to the committee has demonstrated knowledge of charter schools.

DACs must select one of their parent representatives to serve as chair or co-chair of the committee. Local school boards will establish the length of the term for the committee chair or co-chairs.

If a vacancy arises on a DAC because of a member's resignation or for any other reason, the remaining members of the DAC will fill the vacancy by majority action.

Committee Responsibilities:

Each DAC is responsible for the following:

- Recommending to its local school board priorities for spending school district moneys;
- Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable);
- Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board;
- At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon; and
- At its option, meeting a least quarterly to discuss whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

Whenever the DAC recommends spending priorities, it must make reasonable efforts to consult in a substantive manner with the School Accountability Committees (SACs) in the district. Likewise, in preparing recommendations for and advising on the district plan, the DAC must make reasonable efforts to consult in a substantive manner with the SACs in the district and must submit to the local school board the *school* performance, improvement, priority improvement and turnaround plans submitted by the SACs.

Developing and Submitting District Plans

State Requirements for District Plans:

All districts must submit a plan that addresses how the district will improve its performance. In 2010, districts that receive an accreditation category of "Accredited with Priority Improvement Plan" or "Accredited with Turnaround Plan" must use CDE's District Unified Improvement Plan template; all

other districts are strongly recommended to use CDE’s District Unified Improvement Plan, but may choose to use a template of their own that includes the elements below. In 2011, all districts, regardless of their accreditation category, will be required to use CDE’s District Unified Improvement Plan template. For more information about how to use the template and prepare a plan, please see: <http://www.schoolview.org/learningcenter.asp>.

For purposes of accreditation, all district plans must include the following elements:

- **Targets:** ambitious but attainable targets that the district will attain on the four key statewide Performance Indicators (achievement, growth, growth gaps and postsecondary and workforce readiness). The local school board must ensure that the targets are aligned with the statewide targets set by the State Board.
- **Trends:** positive and negative trends in the levels of attainment by the district on the Performance Indicators.
- **Priority Needs:** a prioritized list of needs in each performance indicator area where the school did not meet state performance expectations.
- **Root Causes:** root causes for each identified priority need for the district that must be addressed to raise the levels of attainment on the Performance Indicators and, if the district’s schools serve students in preschool and Kindergarten, to improve school readiness.
- **Strategies:** specific, research-based major improvement strategies that are appropriate in scope, intensity and type to address the district’s root causes of any low-performance. Depending on the type of plan required, the strategies appropriate for each district will vary.
- **Resources:** identification of local, state and federal resources that the district will use to implement the identified major improvement strategies with fidelity.
- **Interim Measures and Implementation Benchmarks:** Interim measures and implementation benchmarks are used to assess whether the identified strategies are having the desired performance results and whether or not the strategies are being carried out with fidelity.

Appropriate Strategies:

- Performance Plans, Improvement Plans, and Priority Improvement Plans: Strategies should be appropriate in scope, intensity and type.
- Turnaround Plans: Strategies identified in Turnaround Plans must, at a minimum, include one or more of the following:
 - Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with districts under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other district partners;

- Reorganizing the oversight and management structure within the district to provide greater, more effective support for district schools;
- Recognizing individual district schools as innovation schools or clustering district schools with similar governance or management structures into one or more innovation school zones and seeking designation as a District of Innovation pursuant to Article 32.5 of Title 22;
- Hiring an entity that uses research-based strategies and has a proven record of success working with districts under similar circumstances to operate one more district schools pursuant to a contract with the local school board or the Charter School Institute;
- Converting one or more district schools to a charter school(s);
- Renegotiating and significantly restructuring a charter school's charter contract; and/or
- Other actions of comparable or greater significance or effect.

For more information about how to develop plans that will meet state and federal requirements, please visit the following Web site: <http://www.schoolview.org/learningcenter.asp>.

Timelines for Submitting a District Plan:

For a visual describing the timelines for district accreditation and submission of district plan, please see Appendix E.

Review of District Plans

As soon as a district is notified of its accreditation category, the local school board will begin to collaborate with the District Accountability Committee to develop the type of plan required by the district's accreditation category (i.e., a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable). The expectation is that districts and schools begin planning in the fall 2010 and that, at a minimum, plans will be 18-month plans that carry over into the 2011-2012 school year. This timeline was created with stakeholder input and is designed to align with the NCLB improvement planning timeline for Title I, IIA, and III.

Priority Improvement and Turnaround Plans:

Local school boards that are required to submit a Priority Improvement or Turnaround plan must adopt a plan no later than January 15th of the school year in which it is directed to adopt such a plan. All districts must use the District Unified Improvement Plan template to address the requirements for a Priority Improvement or Turnaround plan and to address any other applicable federal planning requirements. The commissioner may provide additional time to the extent he finds an extension to be

reasonable. The Department may provide technical assistance (including comprehensive needs assessment), evaluation and feedback to the local school board in preparing the plan.

No later than five business days after the local school board has adopted a Priority Improvement or Turnaround Plan, the local school board must submit the plan to the Department for review. The Department will evaluate the plan to ensure that it meets all state and federal requirements.

The commissioner *shall* assign the State Review Panel to review all Turnaround plans and *may* assign the State Review Panel to review Priority Improvement plans. In evaluating plans, the panel members will be asked to reflect on the following questions:

- Whether the district's/school's leadership is adequate to implement change to improve results;
- Whether the district's/school's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
- The necessity that the district or school remain in operation to serve students.

The State Review Panel may make recommendations for modification to the plan to the commissioner and the commissioner may recommend modification to the local school board. Those districts required to make modifications to their Turnaround plans must submit their revised plans no later than March 30th for approval.

Districts will submit final plans no later than April 15th to the Department for publication on SchoolView.

For a visual summarizing review process for district Priority Improvement and Turnaround plans, please see Appendix F.

Performance and Improvement Plans:

Local school boards that are required to submit a Performance or Improvement plan will only need to submit their plans in January if the district is required to submit a plan to comply with federal requirements (i.e., NCLB Title I, IIA or II program improvement and/or corrective action requirements). Those districts will be required to submit a plan, which may use either CDE's District Unified Improvement Plan template or a template of the district's choosing that includes the above outlined elements. The Department will review those plans to ensure they meet federal planning requirements.

Districts will submit final plans no later than April 15th to the Department for publication on SchoolView.

Accrediting Schools and Assigning School Plan Types

Accreditation of Public Schools:

Districts are responsible for accrediting their schools in a manner that emphasizes attainment on the four statewide performance indicators and may, in the local school board's discretion, include additional accreditation indicators and measures adopted by the district. In addition, the Department will annually review the performance of each public school and the State Board will assign to each school the type of plan that the school will be responsible for implementing.

Each year, the following process will take place:

Step One: On August 15th of each school year, based on an objective analysis of each school's attainment on the four key Performance Indicators, the Department will determine whether each school exceeds, meets, approaches, or does not meet state expectations on each of the four Performance Indicators. The Department will formulate an initial recommendation for each school as to whether the school should implement a Performance Plan, an Improvement Plan, a Priority Improvement Plan or a Turnaround Plan, or that the school should be subject to restructuring. At that time, the Department will provide to each district the data used by the Department to conduct its analysis of the school's performance and the Department's initial recommendation concerning the type of plan the school should implement. *Please see Appendix G for sample School Performance Framework Reports, with initial plan assignments.*

Step Two: No later than October 15th of each school year, each district must submit the accreditation category it has assigned to each of its schools and the evaluation used for that accreditation assignment. If the district disagrees with the Department's initial recommendation concerning the type of plan that the school will implement and wishes to provide additional information for consideration, the district may submit a statement regarding the type of plan the school will implement and the extent to which the school effectively implemented its school improvement plan during the prior year. This statement should include information about the specific improvement, changes, and interventions the school has implemented to improve its performance and the extent to which the school has successfully met the interim targets and implementation benchmarks in the schools plan during the previous academic school year. For those schools that the Department has initially recommended to implement a Priority Improvement Plan or Turnaround Plan, the district's statement also must include valid and reliable data demonstrating the progress the school has made in improving its performance and in meeting state expectations for attainment on each Performance Indicator and its own school targets, possibly including evidence from a Department-approved third-party review of performance.

Step Three: No later than November 15th of each school year, the Department will formulate a final recommendation as to which type of plan each school should implement. This recommendation will take into account both the results reported on the School Performance Framework report and any additional information submitted by the district. The Department will submit its final recommendation to the State Board along with any conflicting recommendation provided by the district. The State Board

will make a final determination regarding the type of plan each school shall implement, and each school's plan assignment will be published on *SchoolView*.

A school will not be permitted to implement a Priority Improvement Plan and/or Turnaround Plan for longer than a total of 5 consecutive school years before the district is required to restructure or close the school. The calculation of the total of 5 consecutive school years will commence July 1, during the summer immediately following the fall in which the school is first notified that it is required to implement a Priority Improvement or Turnaround Plan.

School Performance Framework:

In conducting its annual review of each school's performance, the Department will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the four key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement:** The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was adequate for the typical (median) student in this school to reach proficiency in three years or by the 10th grade, whichever comes first, as measured by the CSAP.
- **Academic Growth Gaps:** The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student subgroups and students below proficient. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students who scored at the below proficient level.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or jobs upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a school's

performance. *Please see Appendix C for a visual of the components of the Performance Framework (SPF).* For more information about the SPF, please see: <http://www.schoolview.org/learningcenter.asp>.

School Accountability Committees

Composition of Committees:

Each school is responsible for establishing a School Accountability Committee (SAC), which should consist of at least the following seven members:

- The principal of the school or the principal's designee;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school²;
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person from the community.

The local school board will determine the actual number of persons on the SAC and the method for selecting members. If the local school board chooses to increase the number of persons on the SAC, it must ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation. A person may not be appointed or elected to fill more than one of these required member positions in a single term.

If the local school board determines that members are to be appointed, the appointing authority must, to the extent practicable, ensure that the parents who are appointed reflect the student populations that are significantly represented within the school. If the local school board determines that the members are to be elected, the school principal must encourage persons who reflect the student populations that are significantly represented within the school to seek election. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

² Note: Generally, a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the school is not eligible to serve on a SAC. However, if, after making good-faith efforts, a principal or organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC that reflects the membership specified above as much as possible.

SACs must select one of their parent representatives to serve as chair or co-chair of the committee. If a vacancy arises on a SAC because of a member's resignation or for any other reason, the remaining members of the SAC will fill the vacancy by majority action.

The members of the governing board of a charter school may serve as members of the SAC. In a district with 500 or fewer enrolled students, members of the local school board may serve on a SAC, and the DAC may serve as a SAC.

Committee Responsibilities:

Each SAC is responsible for the following:

- Recommending to the principal of the school priorities for spending school moneys;
- Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- Making recommendations to the local school board concerning preparation of a school Priority Improvement or Turnaround plan, if either type of plan is required; and
- Meeting a least quarterly to discuss whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract with the local school board.

Developing and Submitting School Plans

School Plan Requirements:

All schools must submit a plan that addresses how the school will improve its performance. In 2010, schools assigned to a "Priority Improvement Plan" or "Turnaround Plan" must use CDE's School Unified Improvement Plan template; all other schools are strongly recommended to use CDE's School Unified Improvement Plan, but may choose to use a template of their that includes the elements below. In 2011, all schools, regardless of their plan assignment, will be required to use CDE's School Unified Improvement Plan template. For more information about how to use the template and prepare a plan, please see: <http://www.schoolview.org/learningcenter.asp>. All school plans also must include the following elements:

- **Targets:** ambitious but attainable targets that the school shall attain on the four key statewide Performance Indicators (achievement, growth, growth gaps and postsecondary and workforce readiness).

- **Trends:** positive and negative trends in the levels of attainment by the school on the Performance Indicators.
- **Priority Needs:** a prioritized list of needs in each performance indicator area where the school did not meet state performance expectations.
- **Root Causes:** root causes for each identified priority need that must be addressed to raise the levels of attainment on the Performance Indicators and, if the school serves students in preschool and Kindergarten, to improve school readiness.
- **Major Improvement Strategies:** specific, research-based improvement strategies that are appropriate in scope, intensity and type to address the school’s root causes of any low-performance. Depending on the type of plan required, the strategies appropriate for each school will vary.
- **Resources:** identification of local, state and federal resources that the school will use to implement the identified strategies with fidelity.
- **Interim Measures and Implementation Benchmarks:** Interim measures and implementation benchmarks are used to assess whether the identified strategies are having the desired performance results and whether or not the strategies are being carried out with fidelity.

Appropriate Strategies:

- **Performance Plans, Improvement Plans, and Priority Improvement Plans:** Strategies should be appropriate in scope, intensity and type.
- **Turnaround Plans:** Strategies identified in Turnaround Plans must, at a minimum, include one or more of the following:
 - Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners;
 - Reorganizing the oversight and management structure within the school to provide greater, more effective support;
 - Seeking recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act;
 - Hiring a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;
 - For a school that is not a charter school, converting to a charter school;

- For a charter school, renegotiating and significantly restructuring the charter school’s charter contract; and/or
- Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model”, “restart model”, “school closure”, “transformation model”).

Timelines for Submitting a School Plan:

For a visual describing the timelines for school accreditation and submission of school plans, please see Appendix I.

Review of School Plans

As soon as a school is notified of the type of plan required, the principal and superintendent and/or local school board will begin to collaborate with the School Accountability Committee to develop the Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable.

Priority Improvement and Turnaround Plans:

For schools that are required to submit a Priority Improvement or Turnaround plan, local school boards must adopt a plan no later than January 15th of the school year in which the school is directed to adopt such a plan. All schools must use the School Unified Improvement Plan template to address the requirements for a Priority Improvement or Turnaround plan and to address any other applicable federal planning requirements. The commissioner may provide additional time to the extent he finds an extension to be reasonable. The Department may provide technical assistance (including comprehensive needs assessment), evaluation and feedback to the local school board in preparing the plan.

No later than five business days after the local school board has adopted a Priority Improvement or Turnaround Plan, the local school board must submit the plan to the Department for review. The Department will evaluate the plan to ensure that it meets all state and federal requirements.

The commissioner *shall* assign the State Review Panel to review all Turnaround plans and *may* assign the State Review Panel to review Priority Improvement plans. In evaluating plans, the panel members will be asked to reflect on the following questions:

- Whether the district’s/school’s leadership is adequate to implement change to improve results;
- Whether the district’s/school’s infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;

- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district’s/school’s performance within the current management structure and staffing; and
- The necessity that the district or school remain in operation to serve students.

The State Review Panel may make recommendations for modification to the plan to the commissioner and the commissioner may recommend modification to the local school board. If required to make modifications to Turnaround plans, local school boards must submit the revised plans no later than March 30th for approval.

Districts will submit final school plans no later than April 15th to the Department for publication on SchoolView.

For a visual summarizing review process for school Priority Improvement and Turnaround plans, please see Appendix J.

Performance and Improvement Plans:

For schools that are required to submit a Performance or Improvement plan, school principals and the district superintendent, or his or her designee, must submit an adopted plan for publication no later than April 15th. Local school boards are encouraged to review and approve such plans and to consider in their local policies whether they would like to require school principals and superintendents to submit the plan to the local school board for approval.

These plans may need to be submitted to local school boards in January if the school is required to submit a plan to comply with federal requirements (i.e., the school is on NCLB Title IA school improvement, corrective action or restructuring). Those schools will be required to submit a plan to their local school board using the School Unified Improvement Plan template and the local school board will review those plans to ensure they meet federal planning requirements.

Districts will submit final plans no later than April 15th to the Department for publication on SchoolView.

Performance Reporting

SchoolView:

The Colorado Department of Education will be responsible for developing and maintaining a Web portal to provide high-quality information about student, school and state performance to public schools, school districts, the Charter School Institute, parents and other members of the public. This will be known as



“SchoolView.”

At a minimum, SchoolView will include the following items:

- Performance reports for schools, districts and the state (see below for more detail);
- For each district, the accreditation category assigned by the Department;
- For each school, the accreditation category as assigned by the local school board, with supporting data, and the plan type assigned by the State Board;
- For each public school, the school’s Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is appropriate based on the State Board’s direction); and
- For each district, the district’s Performance, Improvement, Priority Improvement or Turnaround plan (whichever is appropriate based on the district’s accreditation category).

Performance Reports:



The Department will no longer be responsible for producing and printing School Accountability Reports. In place of the SAR, the Department will publish on SchoolView, a school performance report for each public school, a district performance report for each school district and a performance report for the state as a whole.

The Department will continuously update the data included in the school and district performance reports as soon as practicable. Prior to publication of the performance reports, each district will have a reasonable period of time to review its information as it will appear on the district’s performance report, and the Department will correct any errors or misinformation identified by the district.

Finally, each public school will be responsible for notifying parents of the availability of these reports on SchoolView. Schools will need to ask parents whether they want a printed copy of these reports and provide those copies, upon request.

District Performance Reports:

At a minimum, each district’s performance report will include the following:

- The District Performance Framework Report (*see Appendix D for sample*);
- A comparison of the district’s levels of attainment on the Performance Indicators with other districts in the state;
- The number and percentage of the district’s students in grades K-2 that scored proficient on one of the district’s CBLA (Colorado Basic Literacy Act) assessments that also scored proficient in the third grade in the subject of reading on the state assessment;

- Information concerning comparisons of student performance over time and among student groups;
- The district's rates of completion, mobility and truancy;
- Financial data, as required in 1 CCR 301-1; and
- Any additional information required to be reported by state or federal law.

School Performance Reports:

At a minimum, each public school's performance report will include the following:

- The School Performance Framework Report (*see Appendix E for sample*);
- A comparison of the school's levels of attainment on the performance indicators with the levels of attainment of other public schools of the school district and in the state;
- Information concerning comparisons of student performance over time and among student groups;
- The school's rates of completion; mobility, and truancy;
- The name of the school, type of school program provided and the school's directory information;
- Information concerning the percentages of students who are not tested or whose scores are not included in determining attainment of the performance indicators;
- The occurrences of student conduct and discipline code violations reported (i.e., incidences involving drugs, alcohol, violence, etc.);
- Information concerning student enrollment, the number and percentage of students eligible for free or reduced-cost lunch, student enrollment stability, average daily attendance, and the availability of a preschool program, fully-day kindergarten program and before- and after-school program at the school;
- Information concerning staff employed at the school, including the students-per-classroom-teacher ratios for each grade level, the average years of teaching experience among the teachers employed at the school, the number of teachers at the school who hold master's or doctoral degrees, the number of teachers at each junior high, middle, and high school who are teaching in the subject areas in which they received their bachelor's or graduate degrees, the number of teachers at the school who have three or more years of teaching experience, and the number of professional development days included in the school year;

- Information concerning whether the school offers the following: visual art, drama or theater, music, dance, comprehensive health education, P.E., economics, world languages, history, geography, civics, career and technical education, concurrent enrollment courses, opportunities for civic or community engagement, Internet safety programs, school library programs, A.P., I.B. or honors courses, Montessori curricula, extra-curricular activities and athletics, credit recovery programs and assistance for out-of-school youth to re-enroll; and
- Information concerning programs and services that are available at the public school to support student health and wellness, including links to district and school wellness policies and information about whether all students in grades K-6 have access to recess, whether a school health team or school wellness committee exists, whether students have access to a school-based or school-linked health center, whether comprehensive health education and P.E. are required for all students, whether the school participates in the federal school breakfast program, and whether a registered school nurse who is licensed with the Department and DORA is available on school premises or for consultation.

Appendix A: Colorado Educational Accountability System Terminology

Term	Definition
Action Step	Something that is done to make progress towards goals. Action steps are created for each strategy and identify resources (people, time, and money) that will be brought to bear so that goals and targets can be reached.
Academic Achievement Or Achievement	<p>A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level.</p> <p>Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado</p> <p>See also: <i>Status Score and Scale Score.</i></p>
Achievement Level	Verbal descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the CSAP tests, for example, the four achievement levels are: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.
Academic Growth	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p> <p>Academic growth is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth.</p> <p>See also: <i>Normative growth and Adequate growth</i></p>
Academic Growth Gaps	Academic growth gaps is a Performance Framework indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language

Term	Definition
	<p>Learners, and low-proficiency students.</p> <p>Academic growth gaps is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth for student disaggregated groups.</p> <p>See also: <i>Normative growth, Adequate growth, and Subgroup</i></p>
Academic Peers	<p>Students currently in the same grade, being tested in the same subject, with a similar CSAP achievement score history in that subject. More simply put, these are a particular student’s comparison group when interpreting his/her student growth percentile.</p>
Achievement	<i>See Academic Achievement</i>
Adequate Growth	<p>A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years or by 10th grade; whichever comes first.</p> <p>The performance framework reports the median adequate growth rate for a school or district. This number is the growth level sufficient for the <i>typical</i> or <i>median</i> student in that district, school, or other disaggregated group to reach a performance level of proficient or advanced, in a subject area, within one, two or three years, or by 10th grade; whichever comes first.</p>
Adequate Yearly Progress (AYP) NCLB	<p>The Federal accountability determination of a school or district’s trend towards meeting the goal of all students being NCLB Proficient in reading and math by the year 2014, as indicated by CSAP, Lectura, or CSAPA.</p> <p>Schools, districts, and disaggregated groups must hit participation and performance targets (or show improvements), and meet two additional kinds of goals: the percentage of students scoring advanced at the elementary and middle level and graduation rate at the high school level.</p> <p>Note: For AYP purposes, Partially Proficient, Proficient and Advanced are considered PROFICIENT.</p>

Term	Definition
Annual Measurable Achievement Objectives (AMAOs) NCLB	Annual Measurable Achievement Objectives. (NCLB Title III Accountability measures) Districts are accountable for the progress students make in reaching higher achievement levels on the CELApro assessment (AMAO 1) and the percent of students attaining English language proficiency as measured by the CELApro assessment (AMAO 2). In order to successfully reach AMAOs, districts must also make AYP for their English Language Learners.
Average	A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean. See also: <i>Mean, Median</i>
Baseline	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.
Catch-Up Growth	Growth needed for a student scoring at the unsatisfactory or partially proficient levels, in the previous year, to reach the proficient or advanced achievement level within 3 years or by 10th grade; whichever comes first. A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a proficient or advanced level of achievement. See also: <i>Keep-Up Growth, Move-Up Growth, and Adequate Growth.</i>
Colorado English Language Acquisition (CELApro)	Colorado English Language Acquisition: the standards-based English proficiency assessment given annually to English Language Learners, used for Title III accountability and to calculate ESEA Title III AMAOs. The assessment measures student’s English Language Acquisition in four language domains; speaking, listening, reading, and writing.
Colorado ACT Composite Score Or Average Colorado ACT Composite Score	The composite score, on the Colorado ACT, is the rounded average of a student’s Colorado ACT scores across English, mathematics, reading and science. The average Colorado ACT composite score is the average composite score for all of the students in a district or school. Average Colorado ACT composite score is one of the required

Term	Definition
	state measures of the Postsecondary and Workforce Readiness indicator.
The Colorado Growth Model	<p>The Colorado Growth Model is both:</p> <p>(a) A statistical model to calculate each student’s progress on state assessments.</p> <p>(b) A computer-based data visualization tool for displaying student, school, and district results over the internet.</p>
Consolidated Application (ESEA)	<p>The Colorado grant application process to Local Educational Agencies for No Child Left Behind (NCLB) funds. This grant application includes the following programs: Title I, Part A; Title I, Part D, Title II, Part A; Title II, Part D; Title III, Part A; Title III Set-aside; Title IV, Part A; Title V, Part A; and Title VI Part B.</p> <p>The consolidated application meets granting requirements related to allowable activities and use of funds, and must align with the district’s Unified Plan.</p>
CSAP	Colorado Student Assessment Program. Content areas currently tested include reading (in English and Spanish versions), writing (in English and Spanish versions), mathematics, in grades 3-10, and science in grades 5,8, and 10.
CSAPA	Colorado Student Assessment Program Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CSAPA is given in the same content areas and grades as the CSAP.
Cut Score Or Cut Point	The number required for a school or district to earn a particular level of performance indicator rating on the performance framework reports. The cut point for each performance indicator level is defined on the performance framework scoring guide.
Disaggregated group	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient.</p>

Term	Definition
	For federal accountability, data is disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.
Disaggregated Group Median Adequate Growth	<p>The student growth percentile sufficient for the median student in a subgroup to reach or maintain a level of proficient or advanced in a subject area within one, two or three years. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are making enough growth to catch up and keep up.</p> <p>On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners and students at a performance level of unsatisfactory or partially proficient.</p> <p>See also: <i>Median Student Growth Percentile</i></p>
District Performance Framework	The framework with which the state evaluates the level to which districts meet the state’s expectations, for attainment on the performance indicators, and makes an accreditation level determination. The district’s results on the district performance framework are summarized in the district performance framework report.
Drop-Out Rate	<p>The drop-out rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year.</p> <p>The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 9-12 who leave school during a single school year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p>

Term	Definition
ELP Standards	English Language Proficiency Standards
ELs; English Learners	<p>Formerly ELLs (English language learners). A national-origin-minority student whose primary language is not English</p> <p>NOTE: The USDoE and several national researchers use the term LEP to broadly signify ELs.</p>
FEP: Fluent English Proficient	<p>The third level of English language proficiency for English learners. Students at this level are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native speakers, but may still need limited linguistic support. [CELA Level 5]</p> <p>The scores of CELApro Overall Level 5 and CSAP Partially Proficient in English Reading or Writing are required in a body of evidence used to designate a student FEP.</p> <p>Compare to: NEP, LEP</p>
Framework Points	<p>The point values schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all four indicators.</p> <p>For elementary and middle schools, the framework points possible are: 25 points for Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps.</p> <p>For high schools, the framework points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps and 35 for Postsecondary and Workforce Readiness.</p> <p>When a school or district does not have sufficient data to allow the calculation of a score, on a particular performance indicator, the remaining indicators are still used, but their weighted contributions change.</p>

Term	Definition
Framework Score	The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school’s plan type or a district’s accreditation category.
Goal	A projected state of affairs that a school or district plans or intends to achieve—a desired end-point following intentional effort. Goals are set within performance indicator areas.
Graduation Rate	<p>Graduation rate is the percentage of students who received a diploma from the base membership, of a given class of students, within a district or a school. The membership base begins with each school and district’s entering ninth-grade class. This cohort of students is tracked through the end of the 12th grade year. The group is adjusted based on verified transfers in and out of the district to determine the final membership base for the graduating class. The graduation rate is calculated by dividing the number of students who receive a diploma by the adjusted membership base.</p> <p>Legislation, approved in 2005, changed the way the statewide graduation rate is calculated. Changes were made in the way the state counts students who leave a Colorado school district to pursue a GED (General Educational Development) certificate, and to the process of verifying transfers out of a district. Previously, students bound for a GED program outside their district were treated as transfers and were removed from both the numerator and denominator of the graduation rate calculation. Under the new formula (used for the first time with 2006-2007 data), students who opt for a GED program remain in the membership base (or graduation rate denominator). While students who receive a GED certificate are counted as completers, they are not considered graduates and thereby reduce the graduation rate for their graduating class.</p>
Growth	<p>For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model describes how much growth a student has made, relative to his/her “academic peers”, by providing a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student</p>

Term	Definition
	<p>grouping, student growth is summarized using the median of the student growth percentiles for that group.</p> <p>Academic growth is one of four performance indicators used to evaluate schools and districts in Colorado. On the Performance Frameworks, this academic growth indicator contains measures of both normative and adequate growth.</p> <p>The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or student disaggregated group using the median of the student growth percentiles of the school, district, or student group. It then evaluates if that growth rate is sufficient for the <i>typical</i> or <i>median</i> student in a district, school, or other disaggregated group to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years, or by 10th grade; whichever comes first.</p>
Growth Percentile	See Student Growth Percentile.
Improvement Plan	<p>Senate Bill 09-163 (The Educational Accountability Act of 2009) requires all schools and districts, in Colorado, to implement one of four types of plans: a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan.</p> <p>Elementary and middle schools that earn at least 45% but less than 58% of their framework points, on the school performance framework, will be assigned to the “Improvement Plan” category.</p> <p>High schools that earn at least 45% but less than 60% of their framework points, on the school performance framework report, are assigned to the “Improvement Plan” category.</p> <p>Improvement plans are also required for Title I schools “on Improvement,” and districts “identified for Program Improvement” based on criteria defined by NCLB.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of both SB09-163 and NCLB.</p>

Term	Definition
Interim Measure	A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year.
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. See also: <i>Measure</i> and <i>Metric</i>
Keep-Up Growth	Growth needed for a student scoring at the proficient or advanced levels, in the previous year, to continue scoring at least at the proficient level in the current year and future 3 years or by 10th grade; whichever comes first. A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a proficient level of achievement. See also: <i>Catch-Up Growth, Move-Up Growth, and Adequate Growth.</i>
Lectura	State 3rd and 4th grade reading assessment in Spanish; similar to CSAP reading assessment, but measuring students' ability to read in Spanish. Lectura is administered to those students who receive their primary reading instruction in Spanish.
LEA	Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi- school district consortium.
LEP: Limited English Proficient	The second level of English language proficiency for English learners. Students at this level are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. [CELA Levels 3 and 4] NOTE: The USDoE and several national researchers use the term LEP to broadly signify ELs. Colorado State law and State Board of Education rules designate three levels of proficiency, which LEP is one. Compare to: <i>NEP, FEP</i>

Term	Definition
Mean	<p>A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average).</p> <p>See also: Average.</p>
Measure	<p>Instruments or means to assess performance in an area identified by an indicator.</p>
Median	<p>A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall.</p> <p>Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.</p>
<p>Median Adequate Growth</p> <p>Or</p> <p>Median Adequate Growth Percentile</p>	<p>The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area, within three years or by 10th grade; whichever comes first.</p> <p>In the case of the performance framework, this is a relatively simple calculation. Each student, in a school, has a Catch up or a Keep up growth number. If you take the median of all these numbers, you get the growth level that would, on average, enable all students to be either catching up or keeping up; whichever they need to do.</p>
Median Growth	<p>Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.</p>
<p>Median Student Growth Percentile</p> <p>Or</p> <p>Median Growth Percentile (MGP)</p>	<p>Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median.</p> <p>See also: Median</p>

Term	Definition
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
Move-Up Growth	<p>Growth needed for a student scoring at the proficient level in the previous year to score at the advanced level in the current year or in the next 3 years or by 10th grade, whichever comes first.</p> <p>A student is moving up if he/she has demonstrated growth in the most recent year that, if sustained,</p> <p>would enable the student to attain an advanced level of achievement.</p> <p>See also: <i>Catch-up Growth, Keep-up Growth.</i></p>
NCLB	No Child Left Behind, federal statute 2001, the re-authorized Elementary and Secondary Education Act (ESEA).
NEP: Non-English Proficient	<p>The first level of English language proficiency for English language learners. This level includes students who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks. [CELA Levels 1 and 2]</p> <p>Compare to: <i>LEP, FEP</i></p>
Normative Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as defined by how each student's progress compares to other students with a similar achievement history - his/her academic peers.
Participation Rate	<p>Percentage of students, in a school or district, taking required state assessment; including: CSAP, CSAPA, Lectura, and Escritura.</p> <p>On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in any subject area, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.</p>
Percentage/Percent	A way of expressing a fraction in a single number. For example, one out of seventeen is 5.9%.

Term	Definition
Percentile	<p>A percentile is a way of showing how a particular score compares with all the other scores, in a dataset, by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p> <p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people – in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you.</p> <p>The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your score was at the 50th percentile, you know that your score is right in the middle of all the other scores, an average score.</p>
Performance	<p>General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.</p> <p>In AYP, performance refers to the achievement targets for students (the percent of students partially proficient and above).</p>
Performance Indicator	<p>A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student academic growth, student achievement, growth gaps, and postsecondary/workforce readiness.</p>
Performance Plan	<p>The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance indicators.</p> <p>Elementary and middle schools that earn at least 58%, of their framework points, on the school performance framework report are assigned to the Performance plan category.</p> <p>High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.</p>

Term	Definition
Postsecondary and Workforce Readiness	<p>The preparedness, of students, for college or a job after completing high school.</p> <p>This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator includes graduation rate, dropout rate, and Colorado ACT scores.</p>
Priority Improvement Plan	<p>One of the types of plans required for those schools that do not meet the state’s performance standards.</p> <p>Elementary and middle schools that earn at least 35% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p> <p>High schools that earn at least 30% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p>
Rating	<p>On the performance framework reports, CDE’s evaluation of the extent to which the school or district has met the state’s standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.</p>
Root Cause	<p>The deepest underlying cause(s) of a problem or situation that, if resolved, would result in elimination or substantial reduction, of the symptom. If action is required, the cause should be within one’s ability to control, and not a purely external factor such as poverty that is out of one’s ability to control.</p>
SASID	<p>State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.</p>
Scale Score	<p>Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On the CSAP, students receive a scale score in reading, writing, math, and science.</p> <p>See also: <i>Achievement</i></p>
School Improvement	<p>A school that does not make Adequate Yearly Progress for two consecutive years must be identified for school improvement</p>

Term	Definition
	under NCLB.
School Plan Type	The type of plan to which a school is assigned, by the state, on the school performance framework report. The school plan types are: Performance, Improvement, Priority Improvement and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (priority improvement and turnaround) or the principal and the superintendent (performance and improvement).
Schoolwide Plan (Title I ESEA)	A comprehensive plan required of Title I schools that operate School wide Programs. This plan has 10 required components, including the need for a comprehensive needs assessment and analysis, as well as a yearly evaluation. The plan must be developed and evaluated in conjunction with parents.
School Performance Framework	The framework used, by the state, to provide information to stakeholders about each school’s performance based on the four key performance indicators: student academic growth, student achievement, achievement and growth gaps, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.
SEA	State Education Agency (Colorado Department of Education)
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality and efficiency and should be research-based.
Strategic Plan	An organization's documented definition of its direction and intention to allocate its resources to follow this direction. Distinct from an Improvement Plan .
Student Growth Percentile	A way of understanding a student’s current CSAP scale 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. For example, a growth percentile of 60 in mathematics means the student’s growth exceed that of 60 percent of his/her academic peers. In other

Term	Definition
	words, the student’s latest score was somewhat higher than we would have expected based on past score history. Also referred to as a “growth percentile.”
Students below proficient Or Students scoring below proficient	Students who scored Unsatisfactory or Partially Proficient in the prior year's CSAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first.
Subgroup	See Disaggregated group .
Subgroup Median Adequate Growth	See Disaggregated group Median Adequate Growth
Subgroup Median Growth	See Disaggregated group Median Growth
Target	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time.
Targeted Assistance Plan (Title I) ESEA	This plan is a requirement for Title I schools that operate Targeted Assistance programs. The plan has 8 components that focus on how students, most at risk of not meeting state standards in reading and/or math, will be served.
Test Participation Test Participation Rate	On the performance framework reports, the percentage of students in a school or district taking a state assessment, including: CSAP, CSAPA, Lectura or Escritura. The performance framework reports set a minimum 95% participation rate across all subject areas. Schools or districts do not receive points for test participation; however, schools or districts that do not meet the 95% rate in any subject area are assigned a plan type one category lower than their framework points indicate.
Turnaround Plan	<p>One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators.</p> <p>Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category.</p> <p>High schools that earn less than 30%, of their framework points, on</p>

Term	Definition
	<p>the school performance framework report are assigned to a Turnaround plan category.</p> <p>In Colorado’s state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> • Employ a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners; • Reorganize the oversight and management structure within the school to provide greater, more effective support; • Seek recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act; • Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute; • For a school that is not a charter school, convert to a charter school; • For a charter school, renegotiate and significantly restructure the charter school’s charter contract; and/or • Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model,” “restart model,” “school closure,” “transformation model”).
Turnaround School	School identified using federal framework for identification, for receiving ARRA 1003(g) funds. Includes three tiers of classification.

Appendix B: Model District Accreditation Contract

1. Parties

This Contract is between [*insert name of local school board*], hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

2. Length of Contract

This accreditation contract shall have a term of one year and shall be automatically renewed each year so long as the District remains in the accreditation category of “accredited with distinction”, “accredited”, or “accredited with improvement plan” as described in 1 CCR 301-1.

3. Renegotiation

The contract may be renegotiated at any time by the parties, based upon appropriate and reasonable changes in circumstances upon which the original terms of the contract were based.

4. Attainment on Performance Indicators

The District will be responsible for overseeing the academic programs offered in its schools and ensuring that those programs meet or exceed state and local expectations for levels of attainment on the four statewide performance indicators, and specified in 1 CCR 301-1.

5. Adoption and Implementation of District Plan

The District shall create, adopt and implement a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan, whichever is required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1. As required by 1 CCR 301-1, the District will be provided with an opportunity to appeal placement in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan.

6. Accreditation of Public Schools and Adopting and Implementation of School Plans

The District will implement a system of accrediting all of its schools. The system shall include accreditation categories that are comparable to the accreditation categories for school districts specified in section 22-11-207, C.R.S, meaning that the District’s accreditation system shall emphasize school attainment of the four statewide performance indicators, as described in 1 CCR 301-1, and may, in the District’s discretion, include additional accreditation indicators and measures adopted by the District. District accreditation systems also may include additional measures specifically for those schools that have been designated as Alternative Education Campuses, in accordance with the provisions of 1 CCR 301-57. The District will ensure that plans are implemented for each school in compliance with the requirements of the State Board pursuant to 1 CCR 301-1.

The District shall not permit a school to implement a Priority Improvement Plan and/or Turnaround Plan for longer than a total of 5 consecutive school years before the District is required to restructure or close the school.

7. Accreditation of On-line Programs

The District will implement a system of accrediting its certified full-time multi-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S. and to which the Department has assigned a school code and/or its full-time single-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S. and to which the Department has assigned a school code. This system shall emphasize school attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as the extent to which the school has met the quality standards outlined in section 22-30.7-105, C.R.S. and made progress in implementing any corrective actions required pursuant to sections 22-30.7-109 (2) (B) and 22-30.7-110 (2) (A), C.R.S., and may, in the District's discretion, include additional accreditation indicators and measures adopted by the District.

8. Substantial and Good-Faith Compliance with Statutory and Regulatory Requirements

The District will substantially comply with all statutory and regulatory requirements applicable to the District, including, but not limited to, the following:

- the provisions of article 44 of title 22 concerning budget and financial policies and procedures;
- the provisions of article 45 of title 22 concerning accounting and financial reporting; and
- the provisions of section 22-32-109.1 concerning school safety.

9. Consequences for Non-Compliance

If the Department has reason to believe that the District is not in substantial compliance with one or more of the statutory or regulatory requirements applicable to the District, the Department shall notify the District that it has ninety (90) days after the date of notice to come into compliance. If, at the end of the ninety-day period, the Department finds the District is not substantially in compliance with the applicable statutory or regulatory requirements, meaning that the District has not yet taken the necessary measures to ensure that it shall meet the applicable legal requirements as soon as practicable, the District may be subject to the interventions specified in sections 22-11-207 through 22-11-210, C.R.S. If the District has failed to comply with the provisions of article 44 of title 22 or article 45 of title 22 and the District has not remedied the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of student enrolled in the District public schools, the Department may recommend to the State Board that the State Board remove the District's accreditation.

If the Department determines that the District has substantially failed to meet requirements specified in this accreditation contract and that immediate action is required to protect the interests of the students and parents of students enrolled in the District's public schools, the Department may change the

District's accreditation category prior to conclusion of the annual performance review. When the Department conducts its annual performance evaluation of the District's performance, the Department will take into consideration the District's compliance with the requirements specified in this accreditation contract before assigning the District to an accreditation category. The District will not be permitted to remain in the accreditation category of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan for longer than a total of five (5) consecutive school years before having its accreditation removed.

10. Monitoring Compliance with Contract

For purposes of monitoring the District's compliance with this contract, the Department may require the District to provide information or may conduct site visits as needed.

11. Signatures

Local School Board President

Signature

Date

District Superintendent

Signature

Date

Colorado State Board of Education Chairman

Signature

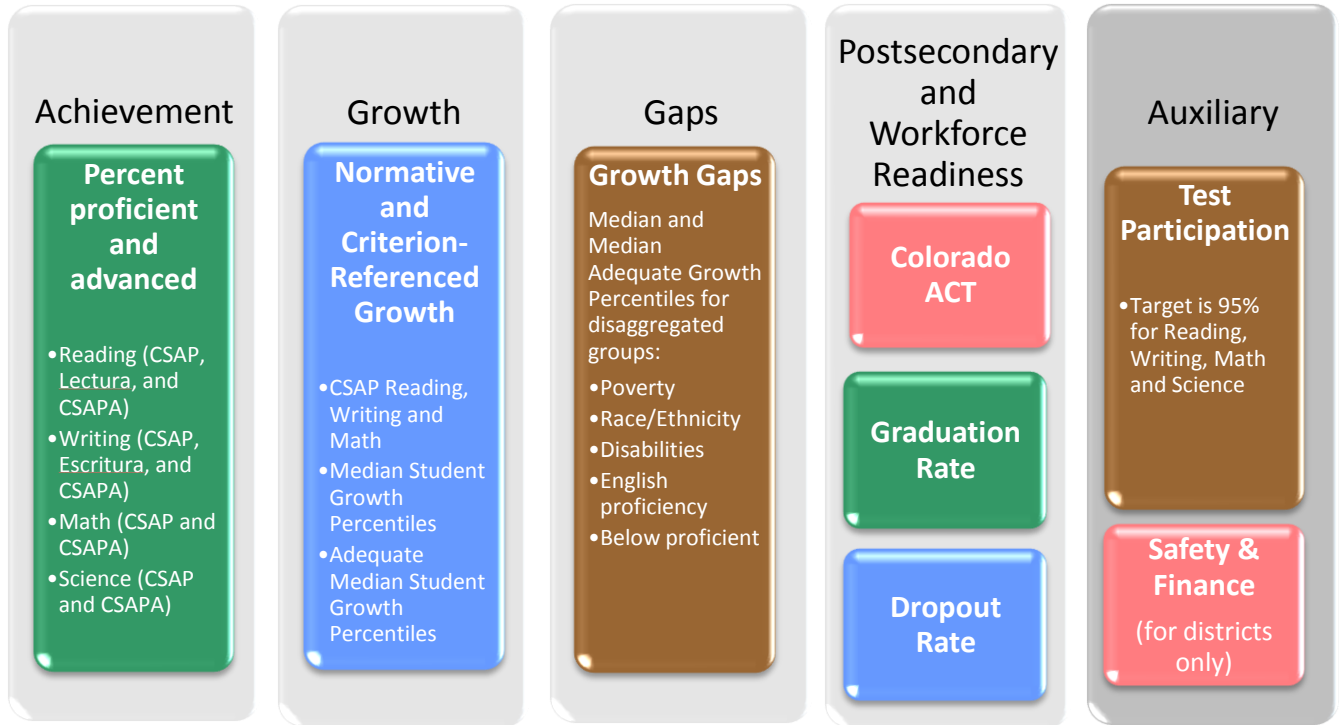
Date

Commissioner of the Colorado Department of Education

Signature

Date

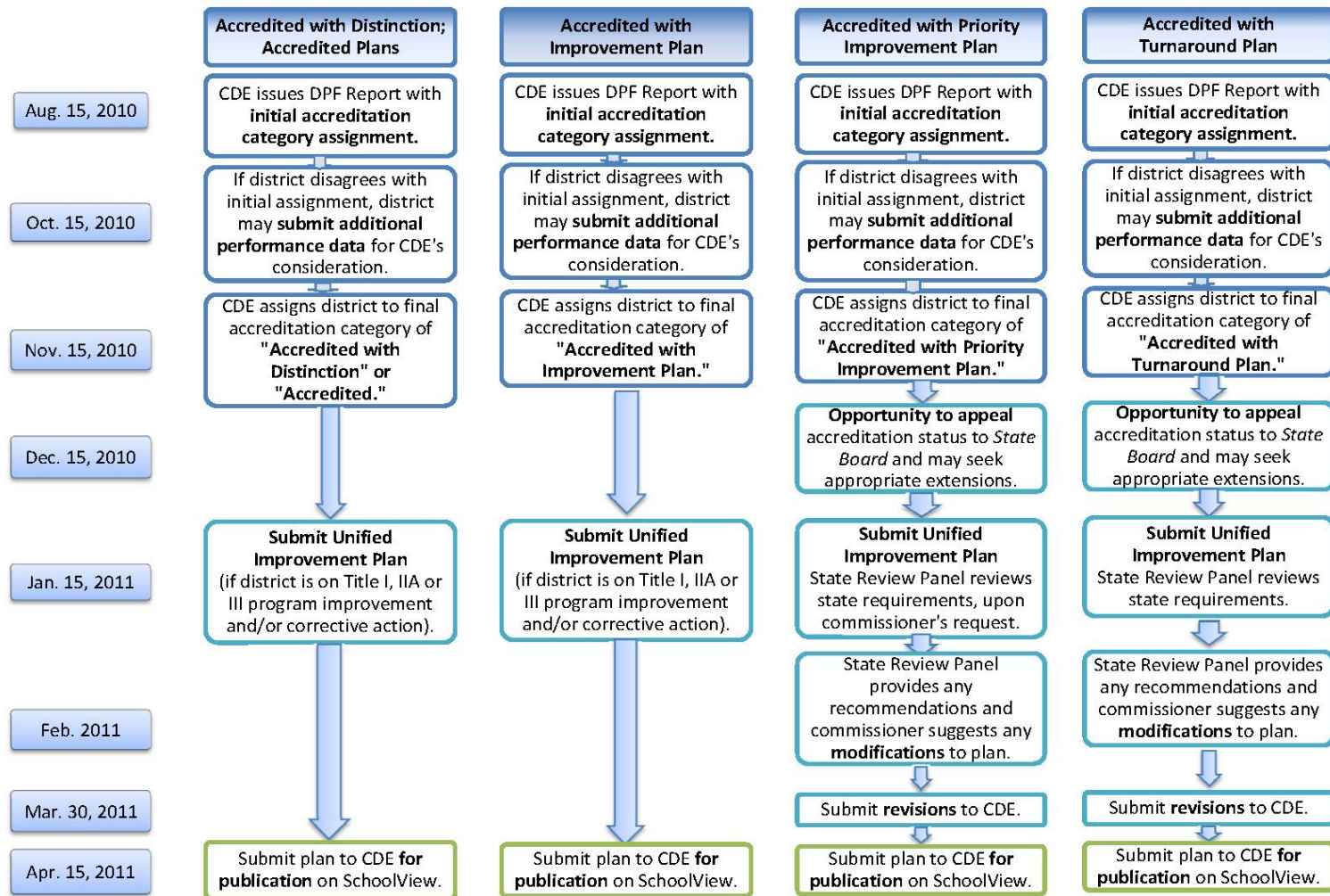
Appendix C: Components of the District and School Performance Framework



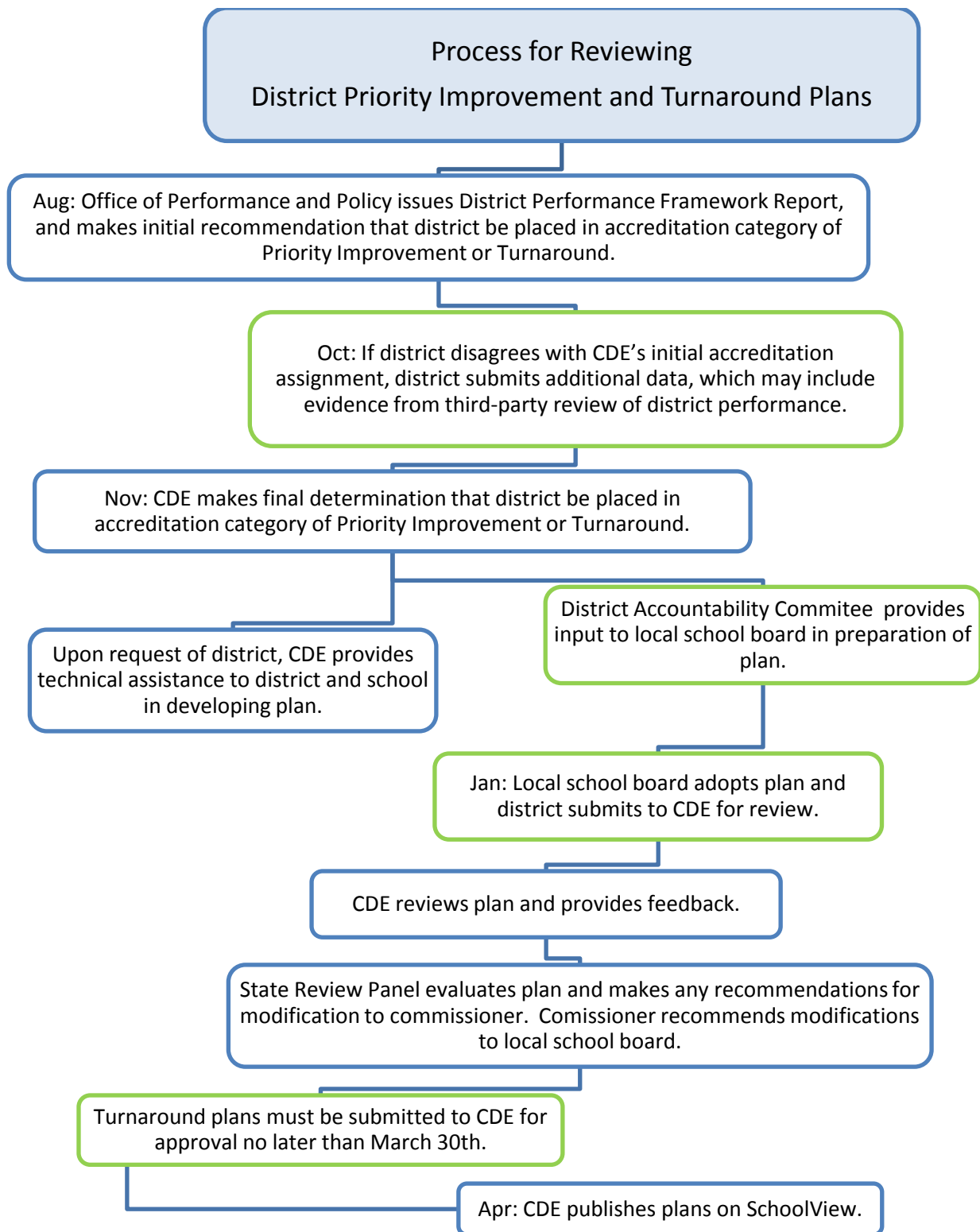
Appendix D: Sample District Performance Framework Report

Coming soon.

Appendix E: Timelines for District Accreditation and Plan Submission



Appendix F: Process for Reviewing District Priority Improvement and Turnaround Plans



(Light green font indicates district action; dark blue font indicates state action.)

Appendix G: Sample School Performance Framework Reports

Annotated School Performance Framework Report (Elementary/Middle School)

DRAFT

1 The four key performance indicators for which schools are held accountable.

2 Different indicators are worth different amounts of total framework points. For schools with data on all indicators, the total eligible points across all indicators is 100. For schools with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

3 The percentage of points earned out of the points for which the school was eligible. See page 2 for data used to calculate this percentage. This percentage determines the school's rating on this indicator.

4 Multiply the percentage of points earned by the indicator's point total to get weighted points for the school on this indicator.

School Performance Framework Report 2009 - DRAFT ONLY (unofficial data)				District Name										
ABC SCHOOL				ELEMENTARY/MIDDLE SCHOOL										
Plan Type: Improvement	Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*											
<p><i>This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan assignment.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <th>Plan Assignment</th> <th>Framework Points Earned</th> </tr> <tr> <td>Performance</td> <td>at or above 58%</td> </tr> <tr> <td>Improvement</td> <td>at or above 45% - below 58%</td> </tr> <tr> <td>Priority Improvement</td> <td>at or above 35% - below 45%</td> </tr> <tr> <td>Turnaround</td> <td>below 35%</td> </tr> </table> <p><i>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.</i></p>	Plan Assignment	Framework Points Earned	Performance	at or above 58%	Improvement	at or above 45% - below 58%	Priority Improvement	at or above 35% - below 45%	Turnaround	below 35%	Academic Achievement	Approaching	43.8% (10.9 out of 25 points)	<div style="display: flex; align-items: center;"> <div style="width: 100%; height: 10px; background-color: black; margin-right: 2px;"></div> <div style="width: 43.8%; height: 10px; background-color: white; margin-right: 2px;"></div> <div style="width: 100%; height: 10px; border: 1px solid black; margin-right: 2px;"></div> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> 10.9 25 </div>
	Plan Assignment	Framework Points Earned												
	Performance	at or above 58%												
	Improvement	at or above 45% - below 58%												
Priority Improvement	at or above 35% - below 45%													
Turnaround	below 35%													
Academic Growth	Approaching	58.3% (29.2 out of 50 points)	<div style="display: flex; align-items: center;"> <div style="width: 100%; height: 10px; background-color: black; margin-right: 2px;"></div> <div style="width: 58.3%; height: 10px; background-color: white; margin-right: 2px;"></div> <div style="width: 100%; height: 10px; border: 1px solid black; margin-right: 2px;"></div> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> 29.2 50 </div>											
Academic Growth Gaps	Meets	62.5% (15.6 out of 25 points)	<div style="display: flex; align-items: center;"> <div style="width: 100%; height: 10px; background-color: black; margin-right: 2px;"></div> <div style="width: 62.5%; height: 10px; background-color: white; margin-right: 2px;"></div> <div style="width: 100%; height: 10px; border: 1px solid black; margin-right: 2px;"></div> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> 15.6 25 </div>											
Test Participation*	95% participation rate met													
	TOTAL	Improvement	55.7% (55.7 out of 100 points)	<div style="display: flex; align-items: center;"> <div style="width: 100%; height: 10px; background-color: black; margin-right: 2px;"></div> <div style="width: 55.7%; height: 10px; background-color: white; margin-right: 2px;"></div> <div style="width: 100%; height: 10px; border: 1px solid black; margin-right: 2px;"></div> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> 55.7 100 </div>										

5 The type of plan the state has assigned to the school to implement, based on the data presented in this report.

6 Schools that do not meet the 95% test participation rate for any subject area tests are assigned a plan one category lower than what they would have earned.

7 The sum of the total framework points earned out of points for which the school was eligible is converted to a percentage. This determines the final plan assignment.

8 The sum of the total framework points earned across all indicators.

Annotated SPF Report (Elementary/Middle School)

DRAFT

② The school can earn between 1 to 4 points for each metric depending on its rating. Schools with too few students may have fewer points eligible.

① This is the school's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 3.

③ The school's points are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the school's overall rating on this indicator.

④ Growth gaps are calculated for five different subgroups in three subject areas: reading, math and writing. Each row shows the median growth percentile and what would be the adequate mediate growth percentile needed for each subgroup to catch up or keep up.

⑤ The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See page 3 for details regarding how these metrics result in different ratings.

⑥ N refers to the number of students included in each row of data.

Performance Indicators - DRAFT ONLY (unofficial data)								District Name	
ABC SCHOOL								ELEMENTARY/MIDDLE SCHOOL	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile		
Reading	2	4		Approaching	191	49.2%			
Mathematics	1	4		Does Not Meet	189	28.0%			
Writing	2	4		Approaching	191	37.2%			
Science	2	4		Approaching	93	40.9%			
Total	7	16	43.8%	Approaching					
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth*	Median Adequate Growth* Needed	Made Adequate Growth Needed?	
Reading	3	4		Meets	180	54.5	47.5	Yes	
Mathematics	3	4		Approaching	178	47.5	83.0	No	
Writing	2	4		Approaching	180	48.0	68.0	No	
Total	7	12	58.3%	Approaching					
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth	Subgroup Median Adequate Growth Needed	Made Adequate Growth Needed?	
Reading									
Free/Reduced Lunch Eligible	3	4		Meets	118	54.0	51.0	Yes	
Minority Students	3	4		Meets	105	59.0	54.0	Yes	
Students w/Disabilities	0	0		N/A	18	N/A	N/A	N/A	
English Language Learners	4	4		Exceeds	57	65.0	56.0	Yes	
Students below Proficient	3	4		Meets	93	60.0	67.0	No	
Mathematics									
Free/Reduced Lunch Eligible	2	4		Approaching	117	46.0	83.0	No	
Minority Students	2	4		Approaching	104	49.0	86.0	No	
Students w/Disabilities	0	0		N/A	17	N/A	N/A	N/A	
English Language Learners	2	4		Approaching	57	49.0	82.0	No	
Students below Proficient	2	4		Approaching	124	51.0	97.0	No	
Writing									
Free/Reduced Lunch Eligible	2	4		Approaching	118	45.0	73.5	No	
Minority Students	2	4		Approaching	105	49.0	76.0	No	
Students w/Disabilities	0	0		N/A	18	N/A	N/A	N/A	
English Language Learners	3	4		Meets	57	56.0	80.0	No	
Students below Proficient	2	4		Approaching	114	50.0	80.0	No	
Total	30	48	62.5%	Meets					
Test Participation	% of Students Tested			Rating					
Reading	100.0%			95% participation rate met					
Mathematics	99.0%			95% participation rate met					
Writing	100.0%			95% participation rate met					
Science	100.0%			95% participation rate met					

Annotated SPF Report (Elementary/Middle School)

DRAFT

*This is a preliminary scoring guide; metrics and cut-scores are subject to change.

*High schools have a different scoring guide, since they include a Postsecondary and Workforce Readiness indicator.

Scoring Guide - DRAFT ONLY (unofficial data)						
ELEMENTARY/MIDDLE SCHOOL						
Scoring Guide for Performance Indicators on the School Performance Framework Report						
Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			16 (4 for each subject area)	25	
	• at or above the 90th percentile of all schools.	Exceeds	4			
	• below the 90th percentile but was at or above the 50th percentile of all schools.	Meets	3			
	• at or above the 15th percentile of all schools.	Approaching	2			
	• below the 15th percentile of all schools.	Does Not Meet	1			
Academic Growth	If the school meets the median adequate student growth percentile needed and its median student growth percentile was:			12 (4 for each subject area)	50	
	• at or above 60.	Exceeds	4			
	• below 60 but was at or above 45.	Meets	3			
	• below 45 but was at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the school does not meet the median adequate student growth percentile needed and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but was at or above 55.	Meets	3			
• below 55 but was at or above 40.	Approaching	2				
	• below 40.	Does Not Meet	1			
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile needed and its student growth percentile was:			60 (5 for each subgroup in 3 subject areas)	25	
	• at or above 60.	Exceeds	4			
	• below 60 but was at or above 45.	Meets	3			
	• below 45 but was at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the student subgroup does not meet the median adequate student growth percentile needed and its student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but was at or above 55.	Meets	3			
• below 55 but was at or above 40.	Approaching	2				
	• below 40.	Does Not Meet	1			

Cut-Points for each performance indicator		
	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment		
	Cut-Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 58%	Performance
	• at or above 45% - below 58%	Improvement
	• at or above 35% - below 45%	Priority Improvement
	• below 35%	Turnaround

School plan type assignments		
	Plan description	
Performance	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround	The school is required to adopt and implement a Turnaround Plan.	

Annotated School Performance Framework Report (High School)

DRAFT

❶ The four key performance indicators for which schools are held accountable.

❷ Different indicators are worth different amounts of total framework points. For schools with data on all indicators, the total eligible points across all indicators is 100. For schools with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

❸ The percentage of points earned out of the points for which the school was eligible. See page 2 for data used to calculate this percentage. This percentage determines the school's rating on this indicator.

❹ Multiply the percentage of points earned by the indicator's point total to get weighted points for the school on this indicator.

School Performance Framework Report 2009 - DRAFT ONLY (unofficial data)				District Name											
ABC SCHOOL				HIGH SCHOOL											
Plan Type:	Improvement	Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*											
<p><i>This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan assignment.</i></p> <table border="1"> <tr> <td>Plan Assignment</td> <td>Framework Points Earned</td> </tr> <tr> <td>Performance</td> <td>at or above 60%</td> </tr> <tr> <td>Improvement</td> <td>at or above 45% - below 60%</td> </tr> <tr> <td>Priority Improvement</td> <td>at or above 30% - below 45%</td> </tr> <tr> <td>Turnaround</td> <td>below 30%</td> </tr> </table> <p><i>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.</i></p>	Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 45% - below 60%	Priority Improvement	at or above 30% - below 45%	Turnaround	below 30%	Academic Achievement	Approaching	37.5%	(5.6 out of 15 points)	
	Plan Assignment	Framework Points Earned													
	Performance	at or above 60%													
	Improvement	at or above 45% - below 60%													
	Priority Improvement	at or above 30% - below 45%													
Turnaround	below 30%														
Academic Growth	Meets	66.7%	(23.3 out of 35 points)												
Academic Growth Gaps	Approaching	60.4%	(9.1 out of 15 points)												
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)												
Test Participation*	95% participation rate met														
		TOTAL	Improvement	58.4%	(58.4 out of 100 points)										

❺ The type of plan the state has assigned to the school to implement, based on the data presented in this report.

❻ Schools that do not meet the 95% test participation rate for any subject area tests are assigned a plan one category lower than what they would have earned.

❼ The sum of the total framework points earned out of points for which the school was eligible is converted to a percentage. This determines the final plan assignment.

❽ The sum of the total framework points earned across all indicators.

Annotated SPF Report(High School)

DRAFT

② The school can earn between 1 to 4 points for each metric depending on its rating. Schools with too few students may have fewer points eligible.

① This is the school's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 3.

③ The school's points are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the school's overall rating on this indicator.

④ Growth gaps are calculated for five different subgroups in three subject areas: reading, math and writing. Each row shows the median growth percentile and what would be the adequate mediate growth percentile needed for each subgroup to catch up or keep up.

⑤ The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See page 3 for details regarding how these metrics result in different ratings.

⑥ N refers to the number of students included in each row of data.

Performance Indicators - DRAFT ONLY (unofficial data)								District Name	
ABC SCHOOL								HIGH SCHOOL	
Academic Achievement									
	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile		
Reading	2	4		Approaching	83	45.8%			
Mathematics	1	4		Does Not Meet	83	3.6%			
Writing	1	4		Does Not Meet	83	18.1%			
Science	2	4		Approaching	48	27.1%			
Total	6	16	37.5%	Approaching					
Academic Growth									
	Points Earned	Points Eligible	% Points	Rating	N	Median Growth ⁺	Median Adequate Growth ⁺ Needed	Made Adequate Growth Needed?	
Reading	3	4		Meets	57	52.0	35.0	Yes	
Mathematics	2	4		Approaching	57	50.0	99.0	No	
Writing	3	4		Meets	57	58.0	82.0	No	
Total	8	12	66.7%	Meets					
Academic Growth Gaps									
	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth	Subgroup Median Adequate Growth Needed	Made Adequate Growth Needed?	
Reading									
Free/Reduced Lunch Eligible	2	4		Approaching	48	42.0	41.5	Yes	
Minority Students	3	4		Meets	52	51.5	45.0	Yes	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	2	4		Approaching	28	45.5	59.0	No	
Students below Proficient	2	4		Approaching	27	52.0	85.0	No	
Mathematics									
Free/Reduced Lunch Eligible	2	4		Approaching	48	51.0	99.0	No	
Minority Students	2	4		Approaching	52	49.0	99.0	No	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	2	4		Approaching	28	39.5	99.0	No	
Students below Proficient	2	4		Approaching	50	48.5	99.0	No	
Writing									
Free/Reduced Lunch Eligible	3	4		Meets	48	55.5	82.5	No	
Minority Students	3	4		Meets	52	56.5	82.5	No	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	3	4		Meets	28	60.0	88.5	No	
Students below Proficient	3	4		Meets	40	58.5	93.5	No	
Total	29	48	60.4%	Approaching					
Postsecondary and Workforce Readiness									
	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation		
Graduation Rate	3	4		Meets	35	88.6%	80.0%		
Dropout Rate	3	4		Meets	179	2.2%	At/below state average (1.1%)		
Colorado ACT Composite	1	4		Does Not Meet	31	16.4	Above state average (18)		
Total	7	12	58.3%	Approaching					
Test Participation									
	% of Students Tested			Rating					
Reading	98.0%			95% participation rate met					
Mathematics	99.0%			95% participation rate met					
Writing	98.0%			95% participation rate met					
Science	97.0%			95% participation rate met					

Annotated SPF Report (High School)

DRAFT

*This is a preliminary scoring guide; metrics and cut-scores are subject to change.

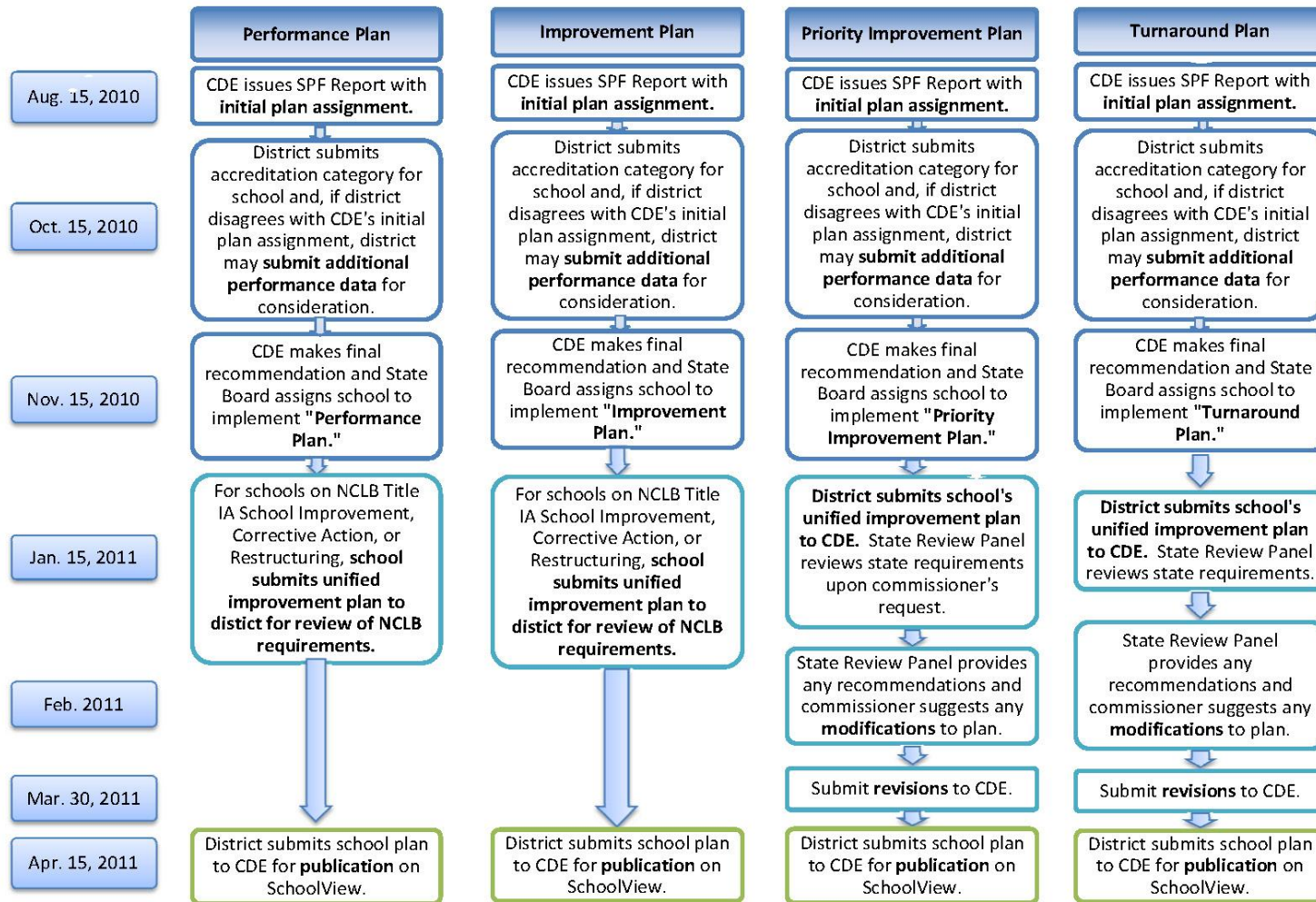
*Elementary and middle schools have a different scoring guide, since they exclude a Postsecondary and Workforce Readiness indicator.

Scoring Guide - DRAFT ONLY (unofficial data)					
HIGH SCHOOL					
Scoring Guide for Performance Indicators on the School Performance Framework Report					
Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			16 (4 for each subject area)	15
	• at or above the 90th percentile of all schools.	Exceeds	4		
	• below the 90th percentile but was at or above the 50th percentile of all schools.	Meets	3		
	• at or above the 15th percentile of all schools.	Approaching	2		
Academic Growth	• below the 15th percentile of all schools.	Does Not Meet	1	12 (4 for each subject area)	35
	If the school meets the median adequate student growth percentile needed and its median student growth percentile was:				
	• at or above 60.	Exceeds	4		
	• below 60 but was at or above 45.	Meets	3		
	• below 45 but was at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile needed and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
• below 70 but was at or above 55.	Meets	3			
Academic Growth Gaps	• below 55 but was at or above 40.	Approaching	2	60 (5 for each subgroup in 3 subject areas)	15
	• below 40.	Does Not Meet	1		
	If the student subgroup meets the median adequate student growth percentile needed and its student growth percentile was:				
	• at or above 60.	Exceeds	4		
	• below 60 but was at or above 45.	Meets	3		
	• below 45 but was at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile needed and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but was at or above 55.	Meets	3		
Postsecondary and Workforce Readiness	• below 55 but was at or above 40.	Approaching	2	12 (4 for each sub-indicator)	35
	• below 40.	Does Not Meet	1		
	Graduation Rate: The school's graduation rate was:				
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
• at or above the state average but below 22.	Meets	3			
• at or above 17 but below the state average.	Approaching	2			
• at or below 17.	Does Not Meet	1			

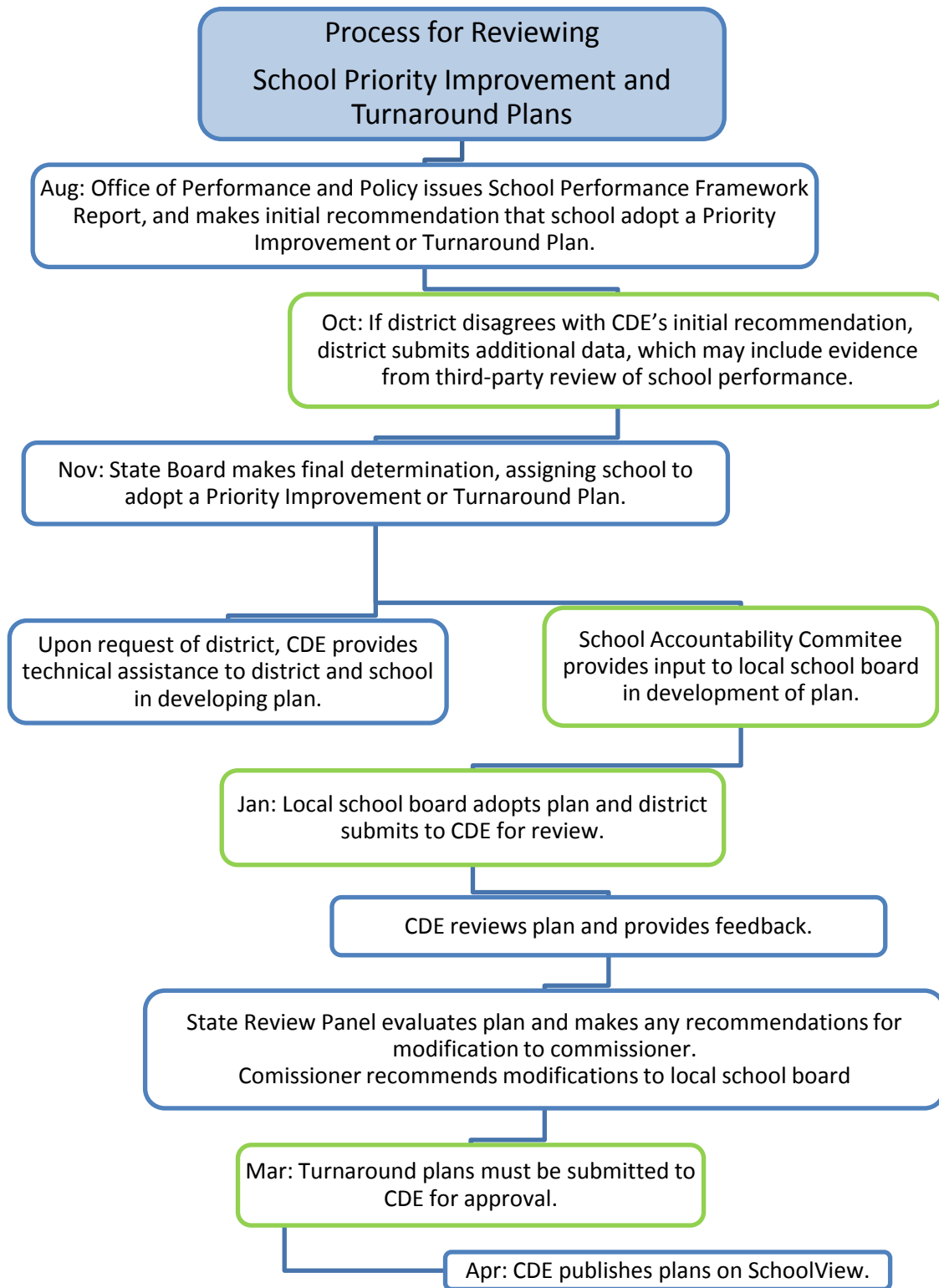
Cut-Points for each performance indicator		
Indicator	Cut-Point: The school earned ... of the points eligible on this indicator.	Rating
Achievement; Growth; Gaps; Postsecondary and Workforce Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment		
Total Framework Points	Cut-Point: The school earned ... of the total framework points eligible.	Performance
Total Framework Points	• at or above 60%	Performance
	• at or above 45% - below 60%	Improvement
	• at or above 30% - below 45%	Priority Improvement
	• below 30%	Turnaround

Appendix H: Timelines for School Accreditation and Plan Submission



Appendix I: Process for Reviewing School Priority Improvement and Turnaround Plans



(Light green font indicates district action; dark blue font indicates state action.)