

District Accountability Handbook

Version 3.0

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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 (S.B. 09-163), as well as federal requirements and responsibilities under the Elementary and Secondary Education Act.

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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.

Additionally, for districts in Colorado that accept federal Elementary and Secondary Education Act (ESEA) funds through No Child Left Behind (NCLB) in the Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Preparing, Training and Recruiting High Quality Teachers and Principals) and Title IIIA (Language Instruction for Limited English Proficient Students) programs, there are additional accountability measures and requirements associated with the purposes of those programs. The ESEA Flexibility waiver, granted to CDE by the U.S. Department of Education in February 2012, brought greater alignment to the state and federal accountability systems. Information concerning the implications of the waiver is included in this handbook.

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 implement.
- **Local school boards** are responsible for accrediting their schools and for overseeing that the academic programs offered by their schools 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 that the academic programs offered by their district’s schools 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 district and federal 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. The Educator Evaluation and Support Bill of 2010 (S.B. 10-191) also authorized District Accountability Committees to provide input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- **School leaders** are responsible for overseeing that the academic programs offered by their school 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. The Educator Evaluation and Support Bill of 2010 (S.B. 10-191) also authorized School Accountability Committees to provide input and recommendations to District Accountability Committees and district administration concerning principal development plans and principal evaluations.

District Accreditation Contracts

Contract Contents

The Department is responsible for annually accrediting all of the school districts in the state. Accreditation contracts have a term of one year and are automatically renewed each July 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 Priority 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, must address the following elements:

- The district’s level of attainment on the four key Performance Indicators— Student Achievement on Statewide Assessments , Student Longitudinal Academic Growth, 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 the necessary measures to ensure that it will 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 the 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/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in the district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. For CELApro, students classified as English learners are expected to reach the next level of proficiency in either 1 or 2 years (depending upon the proficiency target).
- **Academic Growth Gaps:** The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator by student groups, and reflects their normative and adequate growth. The disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English learners, and students needing to catch up.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), 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 exceeded, met, approached, or did not meet 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.cde.state.co.us/Accountability/PerformanceFrameworks.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 to each district a District Performance Framework Report with 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, if a district disagrees with the Department's initial assignment of an accreditation category for the district, the district may submit additional information for the Department's consideration. The Department will only consider requests that would result in a district accreditation category different from the one initially assigned by the Department. Districts should not submit a request unless they believe that they can make a compelling case to change a district's accreditation category based on information that the Department does not already have or has not considered. The Department will consider the full body of evidence presented in the request and in the

district's performance framework report, and review it on a case-by-case basis. For more information about how to submit additional information for consideration, please see the guidance document titled "Submitting School Accreditation and Requests to Reconsider" posted online at:

http://www.cde.state.co.us/Accountability/Downloads/SubmittingAccreditationCategoriesandRequeststoReconsider8_5_12.pdf

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.

NCLB District Accountability Measures

Title IA Accountability

The ESEA Flexibility waiver replaced the previous Title IA Accountability measure, Adequate Yearly Progress (AYP), with Colorado's District Performance Frameworks. Districts now receive one set of accountability data for both Title IA and state accountability. A district that receives Title IA funds and is accredited with a Turnaround or Priority Improvement Plan is considered to be on Title I Program Improvement and must set aside 10% of its Title I funds in support of professional development and other strategies tied directly to the areas where the district did not meet expectations.

Title IIA Accountability

With the approval of the Colorado's ESEA waiver, the state has aligned the identification process for Title IIA accountability (ESEA § 2141c) with the state accountability system. Colorado no longer uses Highly Qualified and AYP data to identify districts. Beginning with the release of the 2012-13 District Performance Frameworks, Title IIA will identify districts that receive Title IIA funds and have a Priority Improvement or Turnaround plan type.

Identified districts will need to outline how their Title IIA allocation will be leveraged in the following school year to address priority performance challenges and root causes named in the Unified Improvement Plan (UIP). Identified districts must include the Title IIA addendum with its UIP submission. The addendum will be reviewed by CDE during the January UIP submission window.

Title IIIA Accountability: Annual Measureable Achievement Objectives

NCLB requires the state to make a determination regarding Annual Measurable Achievement Objectives (AMAOs) for every Title III grantee. AMAOs are performance objectives or targets that LEAs that receive Title III allocations must meet each year. There are three AMAOs, which are based on the CELApro English language proficiency assessment, TCAP, Lectura and graduation rate data. All three of the following AMAO targets must be met by the grantee in order to be considered making AMAOs. In 2012, CDE received approval from the U.S. Department of Education to align AMAO 1 and AMAO 3 with the state performance frameworks.

- **AMAO 1** – The district’s progress in moving English learners towards English proficiency, as measured by the district’s performance on the Academic Growth English language proficiency growth sub-indicator on the District Performance Framework report. The expectation is that the district receives a rating of “Meets” or “Exceeds” on the CELA-pro sub-indicator.
- **AMAO 2** – the percent of students attaining English proficiency by scoring a level 5 on the CELApro. The 2012 target was 7%.
- **AMAO 3** – The district’s progress in moving English learners towards state content expectations, as measured by the district’s performance on the District Performance Framework report in: 1) Academic Growth Gaps sub-indicator ratings in reading, mathematics, and writing for English learners, 2) Disaggregated graduation rate sub-indicator for English learners, and 3) participation rates for English learners. The expectation is that the district receives a rating of “Meets” or “Exceeds” on these sub-indicators for English learners and meets or exceeds the 95% participation rate requirement for English learners.

Title IIIA Accountability: Identification for Improvement

A district/consortium that accepts Title III funds is identified for Title III Improvement if it does not make AMAOs for two consecutive years. A Title III grantee that fails to meet state defined AMAO targets for two consecutive years must develop an improvement plan (the Unified Improvement Plan) that specifically addresses the factors that prevented it from achieving these AMAOs.

If a grantee fails to meet AMAO targets for four consecutive years, Title III law requires the State to take additional action. Specifically, Title III law (Section 3122(b)(4)) requires that the SEA provide additional review of the grantee’s language instruction education program and provide technical assistance on any reform that should take place regarding the education of ELLs.

More information about AMAOs can be found here: www.cde.state.co.us/FedPrograms/tiii/amaos.asp. Once final, district AMAO data can be found in the Data Center under the “Accountability” tab and the “Federal” sub-tab, when you select, “NCLB-AMAOs”.

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 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.

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.

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;
- At its option, meeting at 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
- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities.

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.

The Educator Evaluation and Support Act (S.B. 10-191) added the authority for DACs to make recommendations concerning the assessment tools used in the district to measure and evaluate academic growth, as they relate to teacher evaluations. This should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.

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.² Beginning in 2011, all districts, regardless of their accreditation category, must use the Department's District Unified Improvement Plan template. For more information about how to use the template and prepare a plan, please see: <http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp>.

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

- **Targets:** Ambitious but attainable targets that the district will set 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 Performance Challenges:** A prioritized list of challenges in each performance indicator area where the school did not meet state performance expectations.
- **Root Causes:** Root causes for each identified priority performance challenge 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 that will be used to assess whether the identified strategies are having the desired performance results and implementation benchmarks that will be used to assess whether or not the strategies are being carried out with fidelity.

² A district with 1,000 students or fewer has the option of submitting a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans. A district with more than 1,000 students but fewer than 1,200 students may, upon request and at the Department's discretion, submit a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans.

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 additional information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer to the Accountability Handbook supplement. It will be released in late August 2012. Additional information about how to develop plans that will meet state and federal requirements, please visit the following Web site: <http://www.cde.state.co.us/uip/index.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

Upon notification of the district's accreditation category, the District Accountability Committee should advise the local school board concerning the preparation and contents of the type of plan required by the district's accreditation category (i.e., a Performance, Improvement, Priority Improvement, or

Turnaround plan, whichever is applicable). As improvement planning is on a continuous cycle, districts should be reviewing and adjusting the existing improvement plan on an ongoing basis throughout the year. Typically, districts begin revising the UIP in late spring or summer based upon local assessment data. As state level data is made available in the fall, schools and districts make another set of broader revisions. The plan must cover at least two years (the current school year and the next school year).

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.

All 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. For additional information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer to the Accountability Handbook supplement. It will be released in late August 2012.

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 NCLB program Improvement requirements. The Department will review those plans to ensure they meet federal requirements. All districts, regardless of whether or not they are identified under federal programs, are required to use the Department's District Unified Improvement Plan template.

Those districts required to make modifications to their plans must submit their revised plans no later than March 30th. All 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, if a district disagrees with the Department's initial assignments of a school plan type for any of the district's schools, the district may submit additional information for the Department's consideration. The Department will only consider requests that would result in a school plan type different from the one initially assigned by the Department. Districts should not submit a request unless they believe that they can make a compelling case to change a school's plan type based

on information that the Department does not already have or has not considered. The Department will consider the full body of evidence presented in the request and in the school's performance framework report, and review it on a case-by-case basis. For more information about how to submit accreditation categories and additional information for consideration, please see the guidance document titled "Submitting School Accreditation and Requests to Reconsider" posted online at:

http://www.cde.state.co.us/Accountability/Downloads/SubmittingAccreditationCategoriesandRequeststoReconsider8_5_12.pdf.

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. By December, 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 five consecutive school years before the district is required to restructure or close the school. The calculation of the total of five 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/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. For CELApro,

students classified as English learners are expected to reach the next level of proficiency in either 1 or 2 years (depending upon the proficiency target).

- **Academic Growth Gaps:** The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student subgroups and students needing to catch up. 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 learners, and students needing to catch up.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), 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 exceeded, met, approached, or did not meet 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.cde.state.co.us/Accountability/PerformanceFrameworks.asp>.

NCLB School Accountability Measures

Title IA Accountability

The ESEA Flexibility waiver replaced the previous Title IA Accountability measure, Adequate Yearly Progress (AYP) with Colorado’s School Performance Frameworks. Schools now receive one set of accountability data for both Title IA and state accountability.

Title IA schools that are identified with Turnaround or Priority Improvement plans must:

- Offer public school choice
- Offer supplemental education services (SES)
- Set-aside funds for professional development

Additionally, as a condition of the waiver, CDE also must identify Title IA schools as “focus” schools and “priority” schools. Focus schools are the 10% of Colorado's Title I schools that are identified by:

(1) low graduation rate (regardless of plan type), and/or

(2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.

The "focus" school list will be run once the 2011-12 assessment and accountability data are available. Districts will be notified in September 2012 of any focus schools within their district. Districts with "focus" schools will have a CDE performance manager assigned to help them support their schools and work through the Unified Improvement Plan process. In order for the 2013-14 Title IA funds to be released to the district, the school will need to have an approved Unified Improvement Plan in place.

In the waiver, "priority" schools are defined as a school that is implementing a Tiered Intervention Grant (TIG). The TIG is a competitive grant (funded from 1003g of ESEA) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.

To be removed from "focus" school or "priority" school status, a school must receive an Improvement or Performance Plan type assignment for two consecutive years.

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 school³;
- 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

³ 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.

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.

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:

- Making Recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- 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;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract; and
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.)

School Accountability Committees for Charter Schools

For information about School Accountability Committees in the charter school context, please see Appendix I.

Developing and Submitting School Plans

School Plan Requirements

All schools must submit a plan that addresses how the school will improve its performance.⁴ Beginning 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.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp>. All school plans also must include the following elements:

- **Targets:** Ambitious but attainable targets that the school shall set 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 Performance Challenges:** A prioritized list of challenges in each performance indicator area where the school did not meet state performance expectations.
- **Root Causes:** Root causes for each identified priority performance challenge 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.

⁴ A district with 1,000 students or fewer has the option of submitting a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans. A district with more than 1,000 students but fewer than 1,200 students may, upon request and at the Department's discretion, submit a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans.

- **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”).

Requirements for Involving Parents in Development of Plan

For a school that is required to implement an Improvement, Priority Improvement, or Turnaround plan, the district must notify parents of the students enrolled in the school of the type of plan that is required and of the performance results that led to that plan assignment. This notice must be given within 30 days after the district has received the initial plan assignment or, if the district appeals the initial plan assignment, within 30 days after the district receives the State Board’s final determination. The notice must include the timeline for developing and adopting the required plan and the date, time and location of a public hearing held by the school principal or the local board of education, whichever is responsible

for adopting the plan, to review the plan prior to adoption. The date for the public hearing must be at least 30 days after the date on which the district provides the written notice.

During these public hearings, the school principal or the local board of education also must review the school's progress in implementing its plan during the preceding year and in improving its performance.

For a sample notification letter to parents, please see Appendix J.

Timelines for Submitting a School Plan

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

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.

Districts will submit all 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. For additional information on the unique requirements for schools with a Priority Improvement or Turnaround plan type, refer to the Accountability Handbook supplement. It will be released in late August 2012.

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. The local school board will review those plans to ensure they meet federal planning requirements. All schools will be required to submit a plan to their local school board using the Department’s School Unified Improvement Plan template.

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

Performance Reporting

SchoolView

The Colorado Department of Education is responsible for developing and maintaining a Web portal, “SchoolView,” 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.



SchoolView includes the following information:

- 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 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 no longer issues the paper report cards that were once referred to as School Accountability Reports (SARs). In place of the SAR, the Department publishes 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. This information can be accessed on the SchoolView Data Center at:

<https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx> .

The Department continuously updates the data included in the school and district performance reports. Prior to publication of the performance reports, each district has a reasonable period of time to review the information as it will appear on the district’s performance report, and to notify the Department of any needed corrections.

Finally, each public school is responsible for notifying parents of the availability of these reports on SchoolView. Schools must 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 school 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
<p>Academic Achievement</p> <p>Or</p> <p>Achievement</p>	<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: Status Score and Scale Score.</p>
<p>Academic Growth</p>	<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: Normative growth and Adequate growth</p>
<p>Academic Growth Gaps</p>	<p>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 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: Normative growth, Adequate growth, and Subgroup</p>
<p>Academic Peers</p>	<p>Students currently in the same grade, being tested in the same subject, with a similar CSAP/TCAP 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>
<p>Achievement</p>	<p>See Academic Achievement</p>

Term	Definition
Achievement Level	Verbal descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the CSAP/TCAP 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.
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.
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>
Annual Measureable Achievement Objectives (AMAOs) NCLB	Annual Measureable 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 academic content targets for their English Language Learners (AMAO 3).
Average	<p>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.</p> <p>See also: <i>Mean, Median</i></p>
Baseline	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.

Term	Definition
<p>Catch-Up Growth</p>	<p>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.</p> <p>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.</p> <p>See also: <i>Keep-Up Growth, Move-Up Growth, and Adequate Growth.</i></p>
<p>CELA proficiency (CELA pro)</p>	<p>Colorado English Language Assessment for Proficiency: the standards-based English proficiency assessment given annually to English Language Learners, used for Title III accountability and to calculate NCLB Title III AMAOs. The assessment measures student achievement in reading, writing, speaking and listening comprehension standards, specifically.</p>
<p>CoAlt</p>	<p>Colorado Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CoAlt is given in the same content areas and grades as the TCAP. These assessments were first administered in 2012.</p>
<p>Colorado ACT Composite Score</p> <p>Or</p> <p>Average Colorado ACT Composite Score</p>	<p>The composite score, on the Colorado ACT, is the rounded average of a student’s Colorado ACT scores across English, mathematics, reading and science.</p> <p>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 state measures of the Postsecondary and Workforce Readiness indicator.</p>
<p>The Colorado Growth Model</p>	<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>

Term	Definition
Consolidated Application (NCLB)	The Colorado grant application process for local educational agencies to apply 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 III, Part A ; Title III Set-aside; and Title VI Part B .
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. These assessments were last given in 2011.
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. These assessments were last given in 2011.
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	A demographic subset of students. 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. For federal accountability, data is disaggregated by: race/ethnicity categories, students eligible for free/reduced lunch, English language Learners, and students with disabilities.
Disaggregated Group Median Adequate Growth	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

Term	Definition
	<p>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>
Disaggregated Graduation Rate	<p>Graduation rates are disaggregated by student groups, and were added to the accountability within the performance frameworks in 2012.</p> <p>On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English Language Learners.</p> <p>See also: <i>Graduation Rate</i></p>
District Performance Framework	<p>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.</p>
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>
ELD Standards	English Language Development Standards

Term	Definition
ELs	English learners
Fluent English Proficient (FEP)	<p>This is the highest of three English language proficiency designations for English language 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 in English. They are able to score comparably, in content areas, to native speakers, but may still need some linguistic support.</p> <p>Compare to: <i>NEP, LEP</i></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>
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	Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula

Term	Definition
	<p>anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.</p> <p>This current formula is a change from how graduation rates were reported prior to 2010 rates. With the old calculation, students who took longer than four years to graduate were factored into the formula. To ensure that districts and schools are credited for their efforts to ensure that all students are college and career ready upon graduation, which at times means taking longer than four years to graduate, Colorado also uses the new calculation to report 5-year, 6-year and 7-year graduation rates. For accountability purposes, districts/schools are credited with the highest of these rates.</p> <p>On the 1-year 2011 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate. On the 3-year 2011 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year District and School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.</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 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</p>

Term	Definition
	<p>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>
<p>Growth Percentile</p>	<p>See Student Growth Percentile.</p>
<p>Improvement Plan</p>	<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>
<p>Implementation Benchmark</p>	<p>A measure (with associated metric) used to assess the degree to which action steps have been implemented.</p> <p>See also: <i>Measure</i> and <i>Metric</i></p>
<p>Interim Measure</p>	<p>A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year.</p>
<p>Keep-Up Growth</p>	<p>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.</p> <p>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.</p>

Term	Definition
	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/TCAP 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.
Limited English Proficient (LEP)	<p>This is the middle of the three English proficiency designations for English language learners. LEP students are able to understand and be understood in many to most social communication situations, in English. 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]</p> <p>Compare to: <i>NEP, FEP</i></p>
Major Improvement Strategy	An overall approach that describes a series of related maneuvers or actions intended to result in improvements in performance.
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: <i>Average.</i></p>
Measure	Instruments or means to assess performance in an area identified by an indicator.
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>
Median Adequate Growth Or Median Adequate Growth	<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</p>

Term	Definition
Percentile	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.
Median Growth	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.
Median Student Growth Percentile Or Median Growth Percentile (MGP)	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. See also: <i>Median</i>
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	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. A student is moving up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to attain an advanced level of achievement. See also: <i>Catch-up Growth, Keep-up Growth</i> .
NCLB	No Child Left Behind, federal statute 2001, the reauthorized Elementary and Secondary Education Act (ESEA).
Non-English Proficient (NEP)	This is the lowest of the three English proficiency designations, for English language learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. [CELA Levels 1 and 2] Compare to: <i>LEP, FEP</i>
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

Term	Definition
	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/TCAP, CSAPA/CoAlt, Lectura, and Escritura.</p> <p>On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in two or more subject areas, 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%.
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	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 achievement, student academic growth, growth gaps, and postsecondary/workforce readiness.
Performance Plan	The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance

Term	Definition
	<p>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>
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>
Priority Performance Challenges	<p>Specific statements about the school or district’s student performance challenges, which have been prioritized. (This does not include statements about budgeting, staffing, curriculum, instruction, etc.)</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>

Term	Definition
Scale Score	Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On the CSAP/TCAP, students receive a scale score in reading, writing, math, and science. See also: <i>Achievement</i>
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 achievement, student academic growth, 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.
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.
SEA	State Education Agency (Colorado Department of Education)
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 .
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality and efficiency and should be research-based.
Students Below Proficient Or Students Scoring Below Proficient	Students who scored Unsatisfactory or Partially Proficient in the prior year's CSAP/TCAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first.
Student Growth Percentile	A way of understanding a student's current CSAP/TCAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a

Term	Definition
	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 exceeds that of 60 percent of his/her academic peers. In other 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.”
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.
TCAP	Transitional Colorado Assessment Program (given in 2012 for the first time). 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.
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/TCAP, CSAPA/CoAlt, 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 two or more subject areas are assigned a plan type one category lower than their framework points indicate.
Turnaround Plan	One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework report

Term	Definition
	<p>are assigned to a Turnaround plan category.</p> <p>High schools that earn less than 30%, of their framework points, on 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 <p>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”).</p>
Turnaround School	School identified using federal framework for identification, for receiving Title I 1003(g) funds. Includes three tiers of classification.

Appendix B: Model District Accreditation Contract

Colorado State Board of Education

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 section 22-30.7-103(3)(m) 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

Achievement	Growth	Growth Gaps	Postsecondary and Workforce Readiness	Other
<ul style="list-style-type: none"> • Proficiency rate • % proficient/advanced in TCAP, CoAlt, Lectura, and Escritura in: <ul style="list-style-type: none"> - Reading - Mathematics - Writing - Science 	<ul style="list-style-type: none"> • Normative Growth • Median Student Growth Percentiles (MGPs) in: <ul style="list-style-type: none"> - TCAP Reading, Math, Writing - English language proficiency (CELAPro) • Criterion-referenced Growth • Median Adequate Student Growth Percentiles (AGPs) in: <ul style="list-style-type: none"> - TCAP Reading, Math, Writing - English language proficiency (CELAPro) 	<ul style="list-style-type: none"> • Normative and Criterion-Referenced Growth for Disaggregated Student Groups • MGPs and AGPs in: <ul style="list-style-type: none"> - TCAP Reading, Math, Writing - English language proficiency (CELAPro) • For the following student groups: <ul style="list-style-type: none"> - Free/Reduced Lunch students - Minority students - Students with disabilities - English learners - Students needing to catch up 	<ul style="list-style-type: none"> • Graduation Rate • Disaggregated Graduation Rate for the following Student Groups: <ul style="list-style-type: none"> - Free/Reduced Lunch students - Minority students - Students with disabilities - English learners • Dropout Rate • Colorado ACT Composite Score 	<ul style="list-style-type: none"> • Test Participation <ul style="list-style-type: none"> • 95% participation in Reading, Math, Writing, Science, Colorado ACT • Finance & Safety <ul style="list-style-type: none"> • Meet compliance requirements • Applicable to districts only

Appendix D: Sample District Performance Framework Report

Annotated District Performance Framework Report

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

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

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

4 The percentage of points earned out of the points for which the district was eligible. See page 2-4 for data used to calculate this percentage. This percentage determines the district's rating on this indicator.

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

District Performance Framework Report 2012 - PRELIMINARY DRAFT FOR DISTRICT REVIEW Level: EMH

District: ABC DISTRICT - 0000 (All - 1 year¹)

Performance Indicators	Rating/Plan	%	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	54.2%	(8.1 out of 15 points)	<div style="width: 54.2%; height: 10px; background-color: black;"></div>
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)	<div style="width: 58.3%; height: 10px; background-color: black;"></div>
Academic Growth Gaps	Approaching	51.4%	(7.7 out of 15 points)	<div style="width: 51.4%; height: 10px; background-color: black;"></div>
Postsecondary and Workforce Readiness	Meets	85.7%	(30.0 out of 35 points)	<div style="width: 85.7%; height: 10px; background-color: black;"></div>
Test Participation ³	Meets 95% participation rate			
TOTAL		66.2%	(66.2 out of 100 points)	<div style="width: 66.2%; height: 10px; background-color: black;"></div>
Finance ⁴	Meets requirements			
Safety ⁴	Meets requirements			

Accredited

This is the accreditation category for the district. Districts are designated an accreditation category 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 accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/ Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Achievement, 35 for Growth, 15 for Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

6 The accreditation category the State has assigned to the school based on the data presented in this report.

7 Districts that do not meet finance or safety requirements default to "Accredited with Priority Improvement Plan" or remain "Accredited with Turnaround Plan."

8 Districts that do not meet the 95% test participation rate for all or all but one subject area tests are assigned one accreditation category lower than what they would have earned.

9 The sum of the total framework points earned out of points for which the district was eligible is converted to a percentage. This determines the final accreditation category.

Annotated DPF Report

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

① This is the district's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the district earned. Districts receive separate pages and ratings for elementary, middle and high schools. How performance relates to points is described on pages 5 and 6.

③ The district's points across elementary, middle and high school are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the district'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 pages 5 and 6 for details regarding how these metrics result in different ratings.

⑦ Districts have separate pages for elementary, middle and high school level data.

⑧ N refers to the number of students included in each row of data.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW										Level: High School
District: ABC DISTRICT - 0000										(1 year)
Academic Achievement										
	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile			
Reading	2	4		Approaching	220	68.57%	37			
Mathematics	2	4		Approaching	221	33.52%				
Writing	3	4		Meets	220	52.28%				
Science	2	4		Approaching	111	45.11%				
Total	9	16	56.3%	Approaching						
Academic Growth										
	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?		
Reading	3	4		Meets	209	45	16	Yes		
Mathematics	2	4		Meets	210	60	96	No		
Writing	2	4		Meets	208	54	45	Yes		
English Language Proficiency (CELEPro)	0	0		-	N<20	-	-	-		
Total	9	12	75.0%	Meets						
Academic Growth Gaps										
	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?		
Reading										
Free/Reduced Lunch Eligible	2	4		Approaching	49	45	55	No		
Minority Students	2	4		Approaching	81	36	34	Yes		
Students with Disabilities	0	0		-	N<20	-	-	-		
English Learners	2	4		Approaching	23	41	71	No		
Students needing to catch up	3	4		Meets	57	56	81	No		
Mathematics										
Free/Reduced Lunch Eligible	3	4		Meets	50	55	99	No		
Minority Students	3	4		Meets	82	57	99	No		
Students with Disabilities	0	0		-	N<20	-	-	-		
English Learners	2	4		Approaching	23	54	99	No		
Students needing to catch up	3	4		Meets	131	57	99	No		
Writing										
Free/Reduced Lunch Eligible	3	4		Meets	48	58	75	No		
Minority Students	2	4		Approaching	80	46	67	No		
Students with Disabilities	0	0		-	N<20	-	-	-		
English Learners	2	4		Approaching	22	49	89	No		
Students needing to catch up	2	4		Approaching	87	52	91	No		
Total	29	48	60.4%	Approaching						
Postsecondary and Workforce Readiness										
	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score		Expectation		
Graduation Rate: 4-yr/5-yr/6-yr/7-yr	4	4		Exceeds	89 / 101 / 95 / 71	85.4 / 92.1 / 92.6 / 95.8%		80.0%		
Disaggregated Graduation Rate	2	2	100.0%	Exceeds						
Free/Reduced Lunch Eligible	1	1		Exceeds	30 / 28 / 18 / N<20	73.3 / 89.3 / 100 / - %		80.0%		
Minority Students	1	1		Exceeds	29 / 28 / 22 / N<20	79.3 / 92.9 / 95.5 / - %		80.0%		
Students with Disabilities	0	0		-	N<20/ N<20/ N<20 / N<20	- / - / - / -		-		
English Learners	0	0		-	N<20/ N<20/ N<20 / N<20	- / - / - / -		-		
Dropout Rate	4	4		Exceeds	443	0.3				
Colorado ACT Composite Score	2	4		Approaching	83	15				
Total	12	14	85.7%	Meets						

Annotated DPF Report

*Elementary and middle schools have a different scoring guide than high schools, since high schools include a Postsecondary and Workforce Readiness indicator.

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW **Level: EMH**

Scoring Guide for Performance Indicators on the District Performance Framework Report							
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible per EMH Level	Framework Points		
Academic Achievement	The district's percentage of students scoring proficient or advanced was:				16 (4 for each subject area)	15	
	• at or above the 90th percentile of all districts (using 2009-10 baseline).	Exceeds	4				
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).	Meets	3				
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).	Approaching	2				
	• below the 15th percentile of all districts (using 2009-10 baseline).	Does Not Meet	1				
Academic Growth	If the district meets the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	
	• at or above 60.	Exceeds	4	4	2		
	• below 60 but at or above 45.	Meets	3	3	1.5		
	• below 45 but at or above 30.	Approaching	2	2	1		
	• below 30.	Does Not Meet	1	1	0.5		
	If the district does not meet the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA		
	• at or above 70.	Exceeds	4	4	2		
	• below 70 but at or above 55.	Meets	3	3	1.5		
	• below 55 but at or above 40.	Approaching	2	2	1		
	• below 40.	Does Not Meet	1	1	0.5		
Academic Growth Gaps	If the student group meets the median adequate student growth percentile and its median student growth percentile was:					60 (4 for each of 5 subgroups in 3 subject areas)	
	• at or above 60.	Exceeds	4				
	• below 60 but at or above 45.	Meets	3				
	• below 45 but at or above 30.	Approaching	2				
	• below 30.	Does Not Meet	1				
	If the student group does not meet the median adequate student growth percentile and its median student growth percentile was:						
	• at or above 70.	Exceeds	4				
	• below 70 but at or above 55.	Meets	3				
• below 55 but at or above 40.	Approaching	2					
• below 40.	Does Not Meet	1					
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	
	• at or above 90%.	Exceeds	4	4	1		
	• at or above 80% but below 90%.	Meets	3	3	0.75		
	• at or above 65% but below 80%.	Approaching	2	2	0.5		
	• below 65%.	Does Not Meet	1	1	0.25		
	Dropout Rate: The district's dropout rate was:						
	• at or below 1%.	Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2				
	• above 10%.	Does Not Meet	1				
	Average Colorado ACT Composite: The district's average Colorado ACT composite score was:						
	• at or above 22.	Exceeds	4				
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3				
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2				
• below 17.	Does Not Meet	1					

Cut-Points for each performance indicator		
	Cut-Point: The district earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• 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 district earned ... of the total framework points eligible.	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Performance
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

School plan type assignments		
Accred. w/Distinction	Plan description	
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement a Performance Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Priority Improvement Plan.	
		A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive years commences on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.

Annotated DPF Report

Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type assignment for the district: the one under which the district has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and accreditation rating. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Mathematics			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37				
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36				
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27				

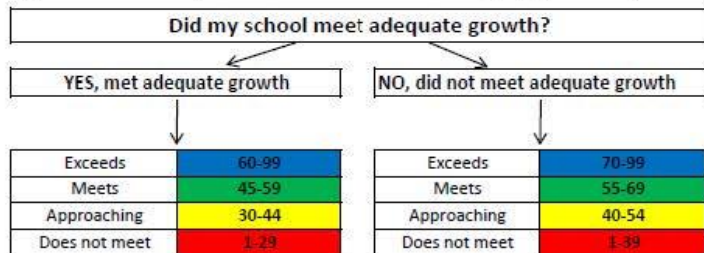
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Mathematics			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.80	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	71.02	70.87	67.71	66.52	65.86	67.31

Use this data in conjunction with the Academic Achievement section of the Scoring Guide, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced.

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELEPro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELEPro in either 1 or 2 years, depending upon the proficiency target.



The Academic Growth Gaps Indicator measures the academic progress of disadvantaged student groups and students needing additional support. The indicator is broken down into student groups, and reflects their normative growth. Student groups include students eligible for Free/Reduced Lunch, students with disabilities, English Learners, and students needing to improve English proficiency.

This is a visual representation of the information under the Academic Growth and Academic Growth Gaps section of the Scoring Guide. Use the column that matches with whether your district met or did not meet adequate growth.

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the district met adequate growth. Districts that met adequate growth use the rubric on the left; districts that did not meet adequate growth use the rubric on the right.

Annotated DPF Report

Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student groups (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English Learners), dropout rates, and average Colorado ACT (COACT) composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

This District's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	95.7	95.7	95.8
Anticipated Year of Graduation	2009	92.6	92.6	92.6	
	2010	89.2	92.1		
	2011	85.4			
	Aggregated				

Free/Reduced Lunch Eligible Graduation Rate (1-year)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	100.0	100.0	100.0	
	2010	89.3	89.3		
	2011	73.3			
	Aggregated				

Minority Student Graduation Rate (1-year)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	95.5	95.5	95.5	
	2010	93.1	92.9		
	2011	79.3			
	Aggregated				

Students w/Disabilities Graduation Rate (1-year)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated				

English Learners Graduation Rate (1-year)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated				

State Average (Mean) COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Overall Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	95.7	95.7	95.8
Anticipated Year of Graduation	2009	92.6	92.6	92.6	
	2010	89.2	92.1		
	2011	85.4			
	Aggregated	90.4	93.2	94.0	95.8

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	100.0	100.0	100.0	
	2010	89.3	89.3		
	2011	73.3			
	Aggregated	87.8	95.0	100.0	N<16

Minority Student Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	95.5	95.5	95.5	
	2010	93.1	92.9		
	2011	79.3			
	Aggregated	89.5	93.8	94.6	N<16

Students w/Disabilities Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	79.1	87.9	91.7	N<16

English Learners Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	Year	4-year	5-year	6-year	7-year
		2008	N<16	N<16	N<16
Anticipated Year of Graduation	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	N<16	N<16	N<16	N<16

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score.

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after completing eighth grade. A student is assigned a graduating class when they complete eighth grade by adding four years to the year the student completes eighth grade. The formula anticipates, for example, that a student who completes eighth grade in spring 2006 would graduate with the Class of 2010.

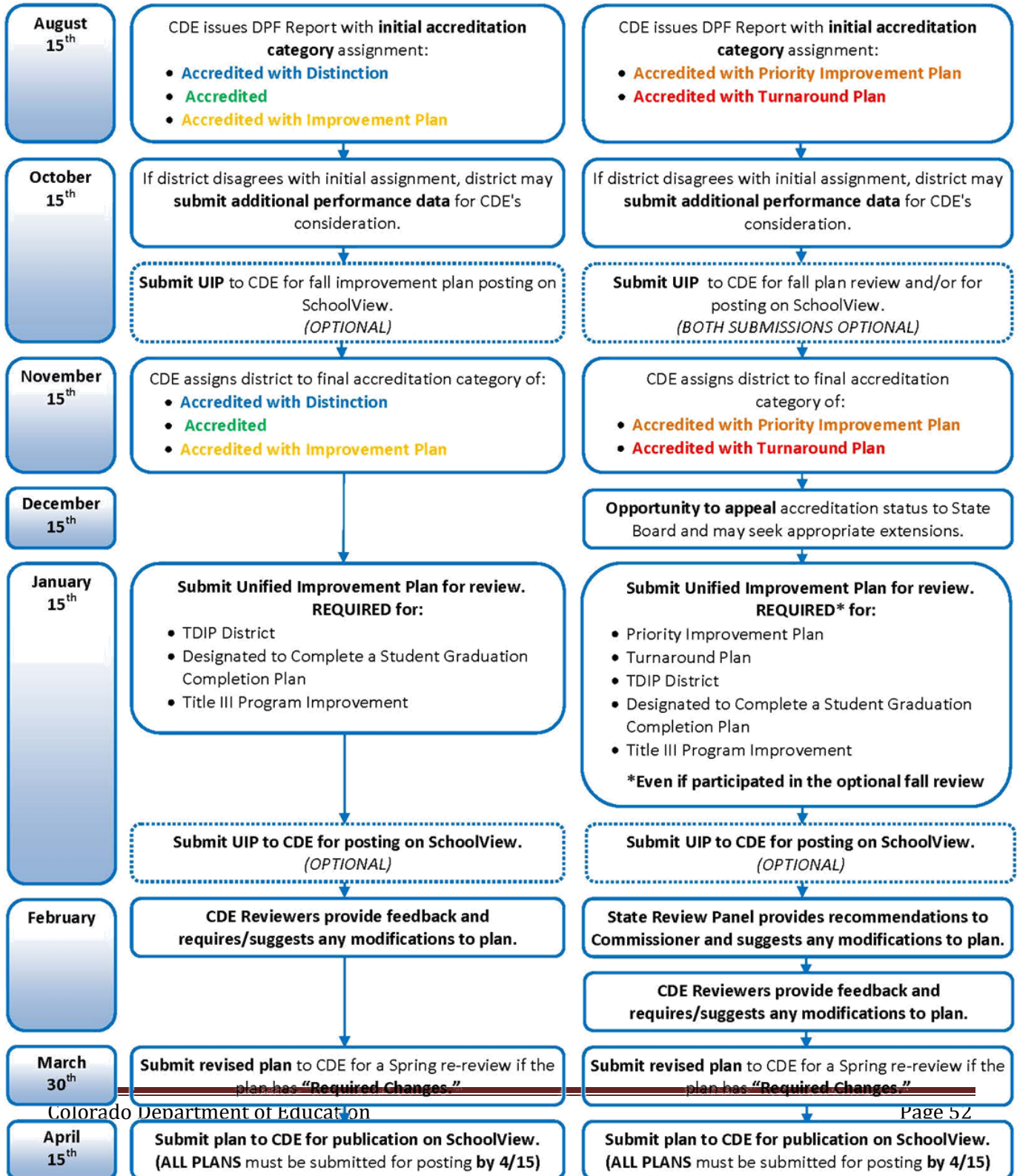
For the 1-year DPF, districts earn points based on the highest value among the following: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the first table above). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized on the Performance

These tables show the 4-, 5-, 6-, and 7-year graduation rates for the district overall and for disaggregated student groups. Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the graduation expectation of 80%.

Appendix E: Timelines for District Accreditation and Plan Submission

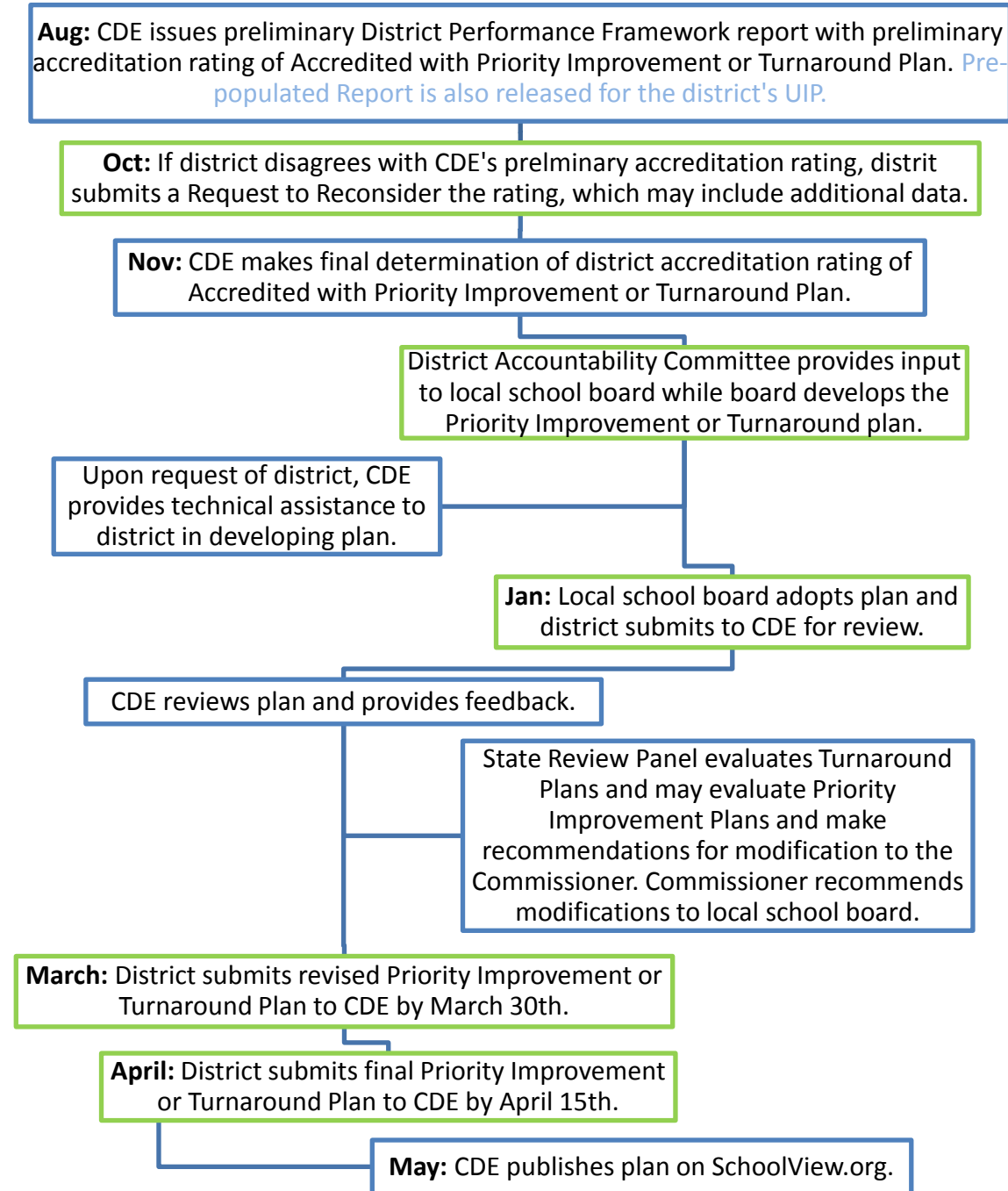
Timelines for District Accreditation and Plan Submission

Colorado Department of Education – August 2012



Appendix F: Process for Reviewing

District Priority Improvement and Turnaround Plans



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

Appendix G: Sample School Performance Framework Reports

Annotated School Performance Framework Report (Elementary/Middle School)

1 The three key performance indicators for which elementary and middle 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 2012 - PRELIMINARY DRAFT FOR DISTRICT REVIEW Level: Middle School
 School: SCHOOL C - 0003 District: ABC DISTRICT - 0000 (1 year¹)

Performance Plan

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 score ranges below to determine the plan type.

Plan Type Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

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 Achievement, 50 for Growth, and 25 for Growth Gaps.

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

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible ²		
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	<div style="width: 75%; background-color: black; height: 10px;"></div>
Academic Growth	Meets	66.7%	(33.4 out of 50 points)	<div style="width: 66.7%; background-color: black; height: 10px;"></div>
Academic Growth Gaps	Approaching	58.3%	(14.6 out of 25 points)	<div style="width: 58.3%; background-color: black; height: 10px;"></div>
Test Participation ³	Meets 95% participation rate			
TOTAL		66.8%	(66.8 out of 100 points)	<div style="width: 66.8%; background-color: black; height: 10px;"></div>

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 across all indicators.

8 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.

² Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.
³ Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Annotated SPF Report (Elementary/Middle School)

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 - PRELIMINARY DRAFT FOR DISTRICT REVIEW							Level: Middle School	
School: SCHOOL C - 0003							District: ABC DISTRICT - 0000 (1 year)	
Academic Achievement								
	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	479	72.7%	51	
Mathematics	3	4		Meets	479	58.0%	62	
Writing	3	4		Meets	479	59.9%	54	
Science	3	4		Meets	230	58.3%	66	
Total	12	16	75.0%	Meets				
Academic Growth								
	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	450	59	28	Yes
Mathematics	2	4		Approaching	450	48	64	No
Writing	3	4		Meets	450	51	47	Yes
English Language Proficiency (CELEPro)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				
Academic Growth Gaps								
	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	134	53	45	Yes
Minority Students	3	4		Meets	111	57	34	Yes
Students w/Disabilities	2	4		Approaching	60	54	73	No
English Learners	3	4		Meets	32	54	53	Yes
Students needing to catch up	3	4		Meets	113	58	69	No
Mathematics	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	134	43	81	No
Minority Students	2	4		Approaching	111	48	72	No
Students w/Disabilities	2	4		Approaching	60	51	99	No
English Learners	2	4		Approaching	32	51	84	No
Students needing to catch up	2	4		Approaching	182	52	95	No
Writing	11	20	55.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	134	51	67	No
Minority Students	3	4		Meets	111	55	51	Yes
Students w/Disabilities	1	4		Does Not Meet	60	28	86	No
English Learners	3	4		Meets	32	60	73	No
Students needing to catch up	2	4		Approaching	169	50	80	No
Total	35	60	58.3%	Approaching				

Annotated SPF Report (Elementary/Middle School)

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

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW **Level: Middle School**

Scoring Guide for Performance Indicators on the School Performance Framework Report						
Performance 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 (using 2009-10 baseline).	Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA	
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
Academic Growth Gaps	If the student group meets the median adequate student growth percentile and its median student growth percentile was:				60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the student group does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
• below 55 but 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; Postsecondary	• 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 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments		
	Plan description	
Performance Plan	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 Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Annotated SPF Report (Elementary/Middle School)

Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Mathematics			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480				
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96				
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77				
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67				

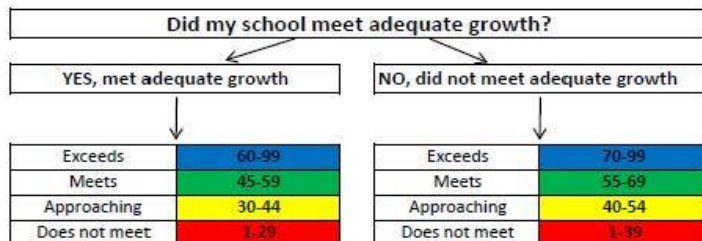
Use this data in conjunction with the Academic Achievement section of the Scoring Guide on page 3, comparing your school's percent proficient/advanced to Colorado's percent proficient/advanced.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Mathematics			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELApro in either 1 or 2 years, depending upon the proficiency target.



The Academic Growth Gaps Indicator measures the academic progress of disadvantaged student groups and students needing to meet adequate growth. The indicator is broken down into student groups, and reflects their normative growth. Student groups include students eligible for Free/Reduced Lunch, students with disabilities, English Learners, and students needing to meet adequate growth.

This is a visual representation of the information under the Academic Growth and Academic Growth Gaps section of the Scoring Guide on page 3. Use the column that matches with whether your school met or did not meet a adequate growth.

For Academic Growth and Academic Growth Gaps, the school earns each rating depends on whether or not the school met adequate growth use the rubric on the left; school did not meet adequate growth use the rubric on the right.

Annotated School Performance Framework Report (High School)

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

2 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.

3 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.

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 2012 - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: H

School: SCHOOL A - 0001

District: ABC DISTRICT - 0000 (1 year¹)

Performance Plan

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 score ranges below to determine the plan type.

Plan Type Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

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 Achievement, 35 for Growth, 15 for Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

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

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible ²		
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	
Academic Growth	Meets	64.3%	(22.5 out of 35 points)	
Academic Growth Gaps	Approaching	61.7%	(9.3 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	93.3%	(32.7 out of 35 points)	
Test Participation ³	Meets 95% participation rate			
TOTAL		75.8%	(75.8 out of 100 points)	

² Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

³ Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

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.

6 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.

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

Annotated SPF Report(High School)

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 - PRELIMINARY DRAFT FOR DISTRICT REVIEW								Level: High School
School: SCHOOL A - 0001						District: ABC DISTRICT - 0000 (1 year)		
Academic Achievement								
	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	715	77.3%	66	
Mathematics	3	4		Meets	716	48.7%	81	
Writing	3	4		Meets	715	61.0%	74	
Science	3	4		Meets	345	55.9%	61	
Total	12	16	75.0%	Meets				
Academic Growth								
	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	673	44	11	Yes
Mathematics	3	4		Meets	675	61	69	No
Writing	3	4		Meets	673	52	38	Yes
English Language Proficiency (CELEPro)	1	2		Approaching	26	42	52	No
Total	9	14	64.3%	Meets				
Academic Growth Gaps								
	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading								
Free/Reduced Lunch Eligible	2	4		Approaching	98	42	44	No
Minority Students	3	4		Meets	143	46	23	Yes
Students with Disabilities	2	4		Approaching	54	46	65	No
English Learners	2	4		Approaching	38	42	73	No
Students needing to catch up	2	4		Approaching	119	49	77	No
Mathematics								
Free/Reduced Lunch Eligible	3	4		Meets	97	62	99	No
Minority Students	3	4		Meets	143	60	91	No
Students with Disabilities	3	4		Meets	55	63	99	No
English Learners	3	4		Meets	38	59	99	No
Students needing to catch up	3	4		Meets	284	61	99	No
Writing								
Free/Reduced Lunch Eligible	2	4		Approaching	96	50	77	No
Minority Students	2	4		Approaching	142	50	60	No
Students with Disabilities	2	4		Approaching	54	52	96	No
English Learners	2	4		Approaching	38	43	94	No
Students needing to catch up	3	4		Meets	248	58	86	No
Total	37	60	61.7%	Approaching				
Postsecondary and Workforce Readiness								
	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation	
Graduation Rate: 4-yr/5-yr/6-yr/7-yr	4	4		Exceeds	351 / 329 / 355 / 334	89.7 / 90.3 / 93.5 / 91.9%	80.0%	
Disaggregated Graduation Rate	2	3	66.7%	Meets				
Free/Reduced Lunch Eligible	0.5	1		Approaching	50 / 36 / 45 / 33	70.0 / 72.2 / 75.6 / 75.8%	80.0%	
Minority Students	0.75	1		Meets	59 / 55 / 55 / 58	79.7 / 81.8 / 83.6 / 69.0%	80.0%	
Students with Disabilities	0.75	1		Meets	32 / 37 / 37 / 25	62.5 / 64.9 / 81.1 / 72.0%	80.0%	
English Learners	0	0		-	N<20/N<20/N<20/N<20	- / - / - / -	80.0%	
Dropout Rate	4	4		Exceeds	1530	1.0%	At/below state average	
Colorado ACT Composite Score	4	4		Exceeds	314	22.2	At/above state average	
Total	14	15	93.3%	Exceeds				

Annotated SPF Report (High School)

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

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: High School

Scoring Guide for Performance Indicators on the School Performance Framework Report							
Performance 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 (using 2009-10 baseline).	Exceeds	4				
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3				
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2				
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1				
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	
	• at or above 60.	Exceeds	4	2			
	• below 60 but at or above 45.	Meets	3	1.5			
	• below 45 but at or above 30.	Approaching	2	1			
	• below 30.	Does Not Meet	1	0.5			
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:			TCAP	CELA		
	• at or above 70.	Exceeds	4	2			
	• below 70 but at or above 55.	Meets	3	1.5			
	• below 55 but at or above 40.	Approaching	2	1			
	• below 40.	Does Not Meet	1	0.5			
Academic Growth Gaps	If the student group meets the median adequate student growth percentile and its median student growth percentile was:				60 (4 for each of 5 subgroups in 3 subject areas)	15	
	• at or above 60.	Exceeds	4				
	• below 60 but at or above 45.	Meets	3				
	• below 45 but at or above 30.	Approaching	2				
	• below 30.	Does Not Meet	1				
	If the student group does not meet the median adequate student growth percentile and its median student growth percentile was:						
	• at or above 70.	Exceeds	4				
	• below 70 but at or above 55.	Meets	3				
	• below 55 but at or above 40.	Approaching	2				
	• below 40.	Does Not Meet	1				
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	
	• at or above 90%.	Exceeds	4	1			
	• at or above 80% but below 90%.	Meets	3	0.75			
	• at or above 65% but below 80%.	Approaching	2	0.5			
	• below 65%.	Does Not Meet	1	0.25			
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.	Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2				
	• 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 (using 2009-10 baseline).	Meets	3				
• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2					
• below 17.	Does Not Meet	1					

Cut-Points for each performance indicator		
Performance Indicator	Cut-Point: The school earned ... of the points eligible on this indicator.	Rating
Achievement; Growth; Gaps; Postsecondary	• 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.	Plan Type
Total Framework Points	• at or above 60%	Performance Improvement
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School plan type assignments		
Plan Type	Plan description	Notes
Performance Plan	The school is required to adopt and implement a Performance Plan.	
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround 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.

Annotated SPF Report (High School)

Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Mathematics			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96	30.95	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

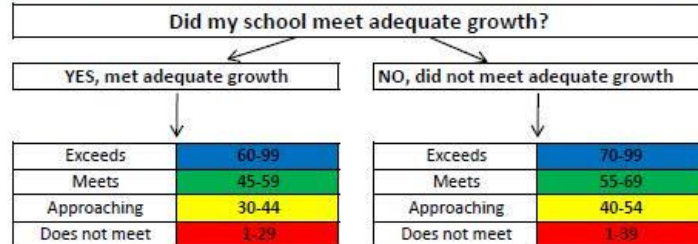
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Mathematics			Writing		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	
N of Schools	1032	507	362	1032	507	361	1032	507	
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	

Use this data in conjunction with the Academic Achievement section of the Scoring Guide on page 3, comparing your school's percent proficient/advanced to Colorado's percent proficient/advanced.

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELEPro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELEPro in either 1 or 2 years, depending upon the proficiency target.



The Academic Growth Gaps Indicator measures the academic growth of disadvantaged student groups and students needing to reach the next level of language proficiency. The indicator is broken down into student groups, and reflects their normative growth. Student groups include students eligible for Free/Reduced Lunch, students with disabilities, English Learners, and students needing to reach the next level of language proficiency.

This is a visual representation of the information under the Academic Growth and Academic Growth Gaps section of the Scoring Guide on page 3. Use the column that matches with whether your school met or did not meet adequate growth.

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Annotated SPF Report (High School)

Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student groups (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English Learners), dropout rates, and average ACT composite score.

State Average (Mean) Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide on page 3, comparing your school's results to the Colorado dropout rate and average ACT composite score.

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

Anticipated Year of Graduation	2008	Overall Graduation Rate (1-year)			
		4-year	5-year	6-year	7-year
	2008	88.0	90.8	90.8	91.9
	2009	88.7	91.9	93.5	
	2010	87.6	90.3		
	2011	89.7			

Overall Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	2008	Overall Graduation Rate (3-year aggregate)			
		4-year	5-year	6-year	7-year
	2008	88.0	90.8	90.8	91.9
	2009	88.7	91.9	93.5	
	2010	87.6	90.3		
	2011	89.7			
	Aggregated	88.5	91.0	92.2	91.9

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

Free/Reduced Lunch Eligible Graduation Rate (1-year)

Anticipated Year of Graduation	2008	Free/Reduced Lunch Eligible Graduation Rate (1-year)			
		4-year	5-year	6-year	7-year
	2008	69.7	75.8	75.8	75.8
	2009	62.0	68.8	75.6	
	2010	71.4	72.2		
	2011	70.0			

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	2008	Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)			
		4-year	5-year	6-year	7-year
	2008	69.7	75.8	75.8	75.8
	2009	62.0	68.8	75.6	
	2010	71.4	72.2		
	2011	70.0			
	Aggregated	67.9	71.8	75.6	75.8

For the 1-year SPF, schools earn points based on the highest value among the following: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is

Minority Student Graduation Rate (1-year)

Anticipated Year of Graduation	2008	Minority Student Graduation Rate (1-year)			
		4-year	5-year	6-year	7-year
	2008	67.8	69.0	69.0	69.0
	2009	71.2	79.3	83.6	
	2010	76.4	81.8		
	2011	79.7			

Minority Student Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	2008	Minority Student Graduation Rate (3-year aggregate)			
		4-year	5-year	6-year	7-year
	2008	67.8	69.0	69.0	69.0
	2009	71.2	79.3	83.6	
	2010	76.4	81.8		
	2011	79.7			
	Aggregated	73.7	76.6	76.1	69.0

Students w/Disabilities Graduation Rate (1-year)

Anticipated Year of Graduation	2008	Students w/Disabilities Graduation Rate (1-year)			
		4-year	5-year	6-year	7-year
	2008	61.5	69.2	69.2	72.0
	2009	68.4	78.4	81.1	
	2010	54.1	64.9		
	2011	62.5			

Students w/Disabilities Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	2008	Students w/Disabilities Graduation Rate (3-year aggregate)			
		4-year	5-year	6-year	7-year
	2008	61.5	69.2	69.2	72.0
	2009	68.4	78.4	81.1	
	2010	54.1	64.9		
	2011	62.5			
	Aggregated	61.7	71.0	76.2	72.0

These tables show the 4-, 5-, 6-, and 7-year graduation rates for the school overall and for disaggregated student groups. Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide on page 3, comparing your school's results to the graduation expectation of 80%.

English Learners Graduation Rate (1-year)

Anticipated Year of Graduation	2008	English Learners Graduation Rate (1-year)			
		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

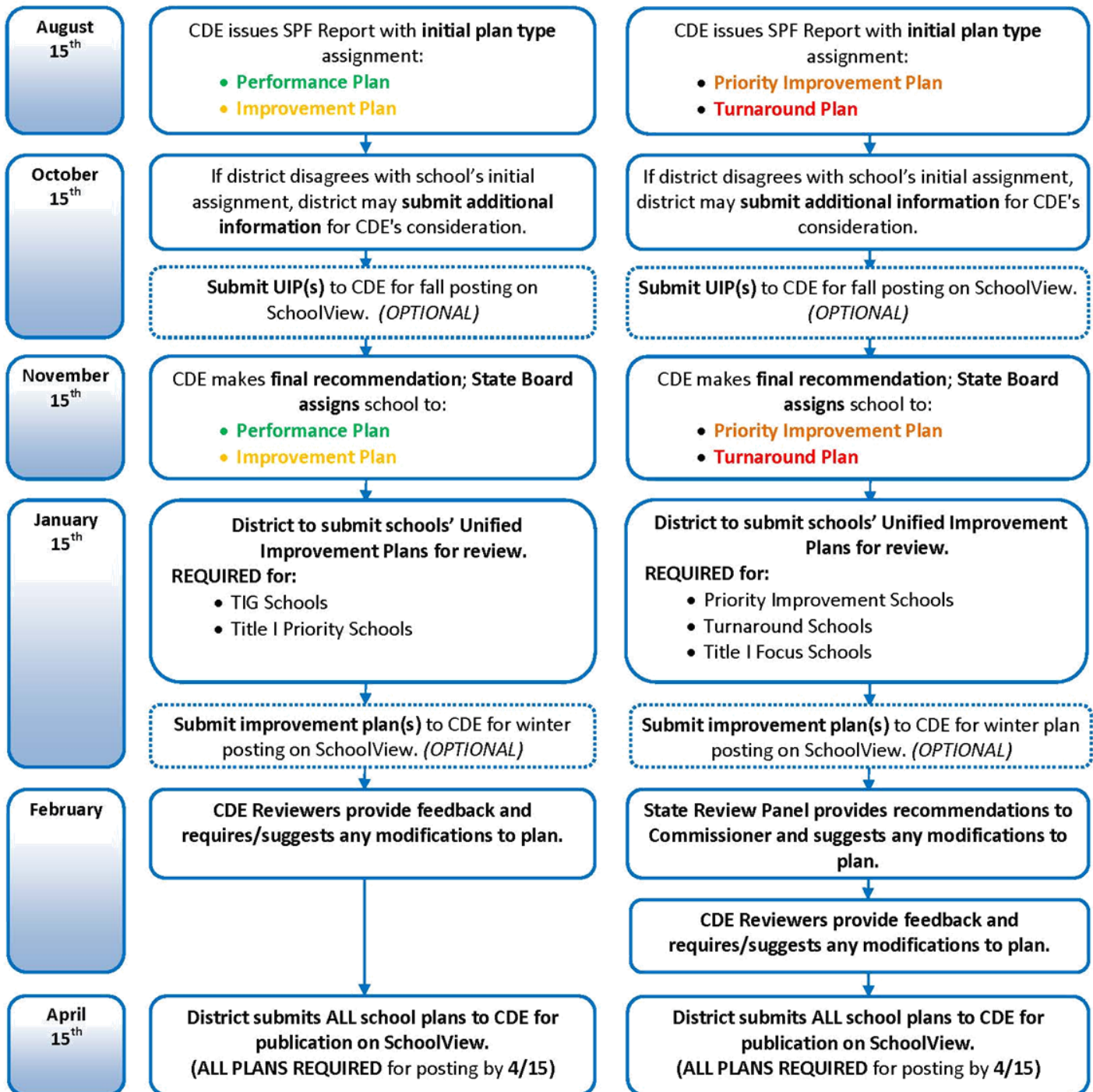
English Learners Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	2008	English Learners Graduation Rate (3-year aggregate)			
		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	46.8	54.1	60.7	N<16

Appendix H: Timelines for School Accreditation and Plan Submission

Timelines for School Plan Assignments and Plan Submission

Colorado Department of Education – August 2012



Appendix I: Understanding the Role of School Accountability Committees in Charter Schools

Are charter schools required to have School Accountability Committees?

Yes, the requirements of the Education Accountability Act of 2009 apply to *all* Colorado public schools, including charter schools. For more information about the requirements of the School Accountability Committees, please see the State Board of Education’s Rules for the Administration of Statewide Accountability Measures, available on the web page for the Education Accountability Act:

<http://www.cde.state.co.us/Accountability/StateAccountabilityRegulations.asp>.

What is the relationship between a charter school’s governing board and its School Accountability Committee?

Charter schools are administered and governed by a governing body in a manner agreed to and set forth in the charter contract. Colorado law allows the State Board to waive for charter schools many of the state requirements and rules promulgated by the State Board, which includes statutory and regulatory requirements of the Education Accountability Act of 2009. Charter Schools authorized by the Charter School Institute may not waive any statute or rule relating to the *creation of and membership* requirements for School Accountability Committees (see section 22-30.5-507(7), C.R.S.), but they can seek waivers from section 22-11-402, C.R.S., concerning the *duties* of the School Accountability Committee.

Charter schools may choose to have one or two members of their governing body serve on the School Accountability Committee in order to complete any of the required duties of the School Accountability Committee. In the alternative, governing boards may establish both a School Accountability Committee and Finance Committee that report to the governing board on all tasks that are delegated to them, including making recommendations for the school’s improvement plan and making recommendations on school spending priorities.

In the past, school advisory councils were not required in any school that had in place, prior to 2000, a committee or council that performed the same duties as were outlined in law. Does that grandfather clause still apply?

No, the grandfather clause was removed from legislation with the passage of the Education Accountability Act of 2009. The duties for School Accountability Committees are outlined in section 12.0 of the State Board of Education’s Rules for the Administration of Statewide Accountability Measures (1 CCR 301-1), available on the web page for the Education Accountability Act:

<http://www.cde.state.co.us/Accountability/StateAccountabilityRegulations.asp>.

How are members of the School Accountability Committee selected?

The Education Accountability Act of 2009 indicates that local school boards and the Institute must determine the actual number of persons on School Accountability Committees and the method for selecting the members of the committees. (See section 22-11-401, C.R.S.) For charter schools, local school boards or the Institute may delegate these responsibilities to the charter school governing board,

or negotiate an arrangement in the charter contract. Ultimately, it is the charter school's authorizer that determines how a school implements its School Accountability Committee.

Appendix J: Sample Notification Letter to Parents

[District Address]

[Date—at least 30 days before public meeting]

Dear Parents,

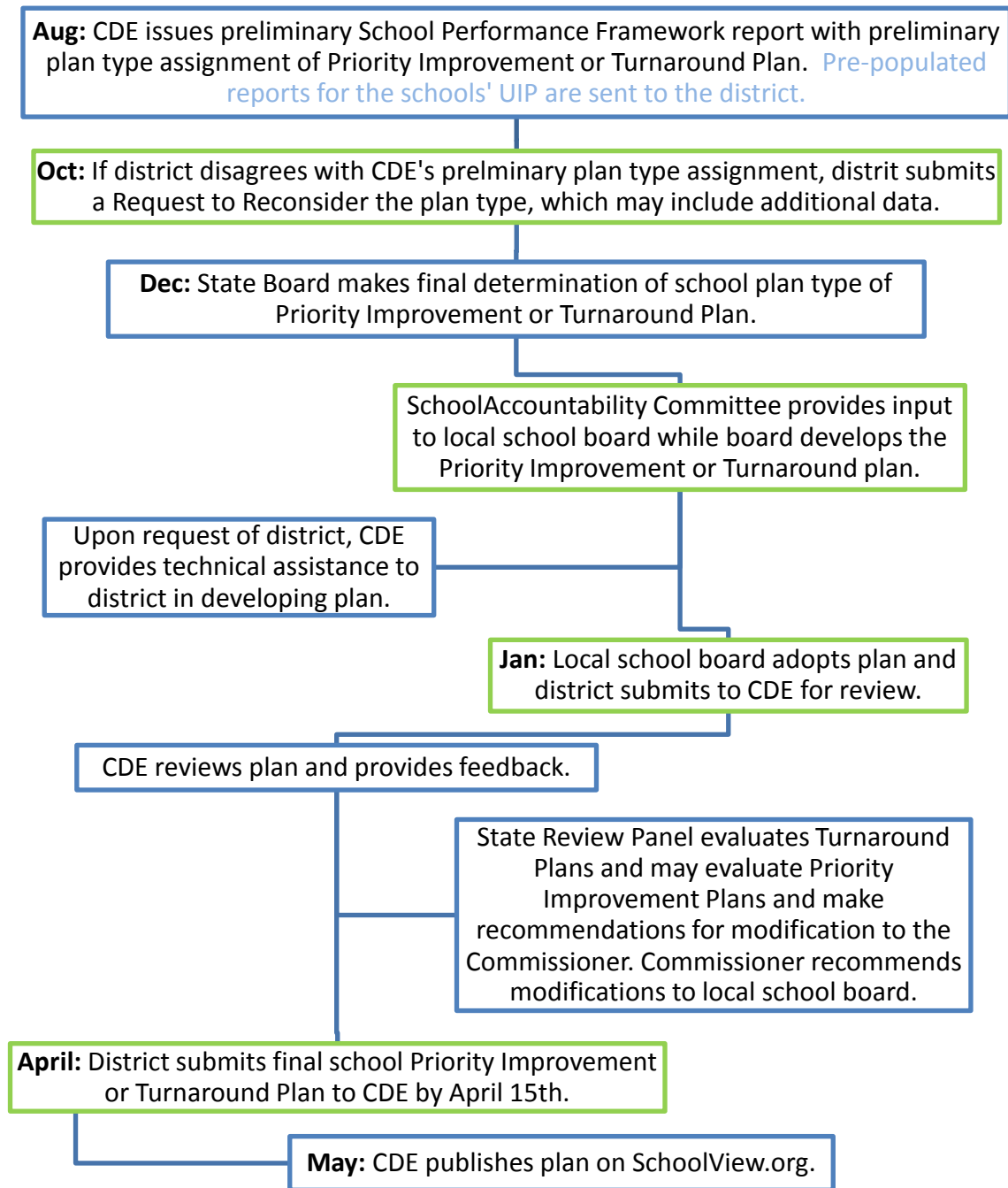
Pursuant to the Education Accountability Act of 2009, all public schools in Colorado are required to develop unified improvement plans that outline targets for performance outcomes and strategies that the school will implement to achieve academic improvement. Schools may be required to implement a performance plan, improvement plan, priority improvement plan, or turnaround plan. Performance plans require the least amount of change and turnaround plans require the most dramatic strategies for improvement. Based on results from the Colorado School Performance Framework, [school name] will be required to develop a [PLAN ASSIGNMENT] plan during the 2011-12 school year.

The school was assigned to this plan type based on low-performance in the areas of [insert measures where the school did not meet expectations]. Attached is a school performance framework report that describes how the school has been evaluated.

The district is required to submit [school name]'s unified improvement plan to the Colorado Department of Education on or before [for schools submitting a priority improvement or turnaround plan, January 15, 2012 and, for schools submitting an improvement plan, April 15, 2012]. To meet that deadline, the plan will be developed according to the following timeline: [insert dates of any benchmarks for conducting analysis and developing plans, participation in CDE and/or district trainings and final adoption of plan].

Prior to adopting a plan, the [school or local school board] will hold a public hearing on [date—at least 30 days after this notice is issued], at [time], in [location]. For more information, please contact [name] at [contact information].

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



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