District Accountability Handbook

Version 5.0

September 2015

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), additional relevant state statutes, as well as federal requirements and responsibilities under the Elementary and Secondary Education Act.

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This calendar icon will be used throughout the document to highlight temporary adjustments in the accountability system during the 2015-16 school year.

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 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 federal accountability measures and requirements associated with the purposes of those programs. The ESEA Flexibility waiver, granted to Colorado by the U.S. Department of Education in February 2012, brought greater alignment of the state and federal accountability systems. Colorado applied for a renewal of the ESEA waiver in spring 2015, which is expected to be approved by fall 2015. Information on the implications of the waiver is included in this handbook.

Overview of Accountability System During the 2015-16 School Year

As the state transitions to implementing the new Colorado Academic Standards (CAS) and the Colorado Measure of Academic Success (CMAS), some adjustments in other related education systems were needed. Some of this need was addressed through H.B. 15-1323 which made some permanent and some temporary modifications in typical processes for state assessments, educator effectiveness and school and district accountability. A summary of changes within the accountability system include:

- CDE will not assign accreditation ratings for school districts and the Charter School Institute in the 2015-16 school year. All districts will continue to implement the plan that they were accredited with in fall 2014.
- The State Board of Education will not assign school plan types in the 2015-16 school year. All schools will continue to implement the plan type that they were assigned in fall 2014.
- As ratings will not be assigned in 2015-16, the next request for reconsideration process will occur in fall 2016.
- The accountability clock (i.e., applies to schools and districts with a 2014 plan type of Priority Improvement or Turnaround) is paused for the 2015-16 school year. For example, a school that entered Year 1 on the clock on July 1, 2015 would not be eligible to advance to Year 2 until July 1, 2017.

- Schools and districts will continue with the typical Unified Improvement Planning (UIP) process and timeline (e.g., January 15 for CDE review, April 15 for public posting) during the 2015-16 school year.
- CDE will report to the Joint Education Committee in 2015 on the progress of using the new assessment data to calculate the performance of each school district, school, and the Institute.

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 supports and assists them in evaluating their own district and schools' performance results so that information can be used 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. The State Board is also responsible for directing actions when districts and schools are identified with Turnaround or Priority Improvement plans for more than five consecutive years.

- **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 district 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 local school board the accreditation category of each district school.

- **District Accountability Committees** are responsible for (1) making recommendations to their local school boards concerning budget priorities, (2) making recommendations concerning the preparation of the district's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) 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, and (4) cooperatively determining other areas and issues to address and make recommendations upon. SB 13-193 also authorized District Accountability Committees to publicize opportunities to serve on District and School Accountability Committees and solicit families to do so, assist the district in implementing its family engagement policy, and assist school personnel in increasing families' engagement with educators. H.B. 15-1321 allows small rural school districts to waive out of some family engagement requirements. A more comprehensive description of the composition of DAC and its responsibilities is available later in this handbook.

- **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 (1) making recommendations to their principal concerning priorities for spending school funds, (2) making recommendations concerning the preparation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to District Accountability Committees and district administration concerning principal development plans and principal evaluations, and (4) 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. SB 13-193 also authorized School Accountability Committees to publicize opportunities to serve on the School Accountability Committee and solicit families to do so, assist in implementing the district's family engagement policy at the school, and assist school personnel to increase families' engagement with teachers. H.B. 15-1321 allows small rural school districts to waive out of some family engagement requirements.

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" or "Accredited." A district that is "Accredited with Improvement Plan," "Accredited with Priority Improvement Plan" or "Accredited with Turnaround Plan" will have its contract reviewed and agreed upon annually. The Department will send districts individualized accreditation contract templates annually, if the contract

needs to be renewed. Signed contracts (by the superintendent and local board president) are due back to CDE at the beginning of June, in order to be signed by the commissioner and state board president.

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 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 and all Department policies and procedures applicable to the district, including 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 §22-32-109.1, C.R.S., concerning school safety, and the Gun Free Schools Act, 20 U.S.C. 7151.

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.

A district's failure to administer statewide assessments in a standardized and secure manner so that resulting assessment scores are reflective of independent student performance will be considered by the Department in assigning the District to an accreditation category. It may result in the district being assigned to a Priority Improvement plan, or if the district is already accredited with Priority Improvement, then a Turnaround plan.

Accreditation Contract Template

For the Model District Accreditation Contracts, see Appendix B.

District Accreditation Reviews

District Performance Framework

Typically, the Department will review each district's performance annually, no later than August 15th of each school year. In the 2015-16, new accreditation ratings and performance plans will not be calculated using 2014-15 assessment results. Instead, districts will continue to implement the accreditation rating assigned in 2014.

In a typical year, the Department will consider the district's results on the District Performance Framework reviewing the district's performance. 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 TCAP and CoAlt in reading, mathematics, writing, and science, and Lectura and Escritura.

- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (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/ACCESS) 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 TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. For English language proficiency growth for 2014, adequate growth is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS. For students at level 4, the expectation is for them to make enough growth to reach level 5 in 2 years.

- **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 (i.e., 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. Additionally, districts are accountable for meeting minimum participation rates in the state assessments. If a district does not make the 95% participation rate requirement in two or more content areas (reading, writing, math, science, social studies, and ACT), then the district's plan type will be lowered by one level. *See Appendix D for a visual of the components of the District Performance Framework (DPF).* For more information about the DPF, see: http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp.

The Accountability Work Group and the Technical Advisory Panel for Longitudinal Growth are collaborating with the Colorado Department of Education to propose recommendations to the Commissioner for enhancements to the District Performance Framework for release in the fall of 2016. Additional stakeholder feedback will be collected in the fall of 2015.

Annual Accreditation Process

This section does not apply for the 2015-16 school year, per the changes established in HB15-1323.

Step One: On August 15th[1] 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 information concerning attainment on the Performance Indicators and 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**- 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-** 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-** 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-** 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. *See Appendix E for a sample District Performance Framework Report, with an initial accreditation assignment.*

Step Two: Districts are highly encouraged to notify CDE (accountability@cde.state.co.us) of their intent to submit a request to reconsider by September 15th, in order for CDE staff to provide adequate technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 15th.

Step Three: 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 different district accreditation category than 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, see the guidance document titled "Submitting School Accreditation and Requests to Reconsider" posted online at: http://www.cde.state.co.us/Accountability/RequestToReconsider.asp.

SB 13-217 authorized the state board to consider the unique circumstances of Alternative Education Campuses (schools) in the annual accreditation process for districts. State Board of Education rules passed in March 2014 specify the criteria for this allowance. Details are included in the request to reconsider guidance.

Step Four: 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 categories of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan for longer than a total of five consecutive school years before having its accreditation removed. The calculation of the total of five 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 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 2009-10 status will count towards the five consecutive school years. More details around the process for districts Accredited with Priority Improvement Plans or Turnaround Plans can be found in the Priority

Improvement and Turnaround Supplement. An updated version will be posted here (http://www.cde.state.co.us/Accountability/) in fall 2015.

ESEA District Accountability Measures

Title IA Accountability

The ESEA flexibility waiver replaced the previous district Title IA Accountability measure, Adequate Yearly Progress (AYP), with Colorado's District Performance Frameworks. This means that districts may now consult one accountability dataset for both Title IA and state accountability. A district that accepts Title IA funds and is accredited with a Turnaround or Priority Improvement plan type may set aside up to 10% of its Title IA funds (Priority Performance Challenge set-aside) in support of professional development tied directly to the areas in which the district has not met expectations. In addition, CDE Federal Programs staff will engage with districts accredited with Priority Improvement and Turnaround plan types to improve the effectiveness of programs supported with federal Title IA funds. Identified districts must complete the ESEA addendum in the Unified Improvement Plan (UIP) to outline how the district proposes to spend these funds in support of increased student achievement. The addendum is reviewed by CDE during the January UIP submission window.

Title IIA Accountability

With approval of Colorado's ESEA waiver, the state has aligned the identification processes for Title IIA (ESEA § 2141c) and state accountability. Colorado no longer uses Highly Qualified Teachers and AYP data to identify districts in need of improvement. Instead, districts that receive Title IIA funds and have been accredited with a Priority Improvement or Turnaround plan type are identified.

Identified districts are required to complete and submit the ESEA addendum in the UIP and outline how their Title IIA allocation will be leveraged the following school year to address priority performance challenges and root causes identified in the UIP. Note that Title IIA funds must still be used for approvable activities.

All districts must conduct an analysis of the equitable distribution of teachers (EDT) within the data analysis section of the UIP. CDE provides data to support this analysis on SchoolView at: www.schoolview.org in the staff tab. If a gap is identified, it must be addressed in one of the UIP Major Improvement Strategies.

The ESEA addendum will be reviewed by CDE during the January UIP submission window.

Title IIIA Accountability: Annual Measureable Achievement Objectives

ESEA requires states to make a determination regarding Annual Measurable Achievement Objectives (AMAOs) for every Title III subgrantee. AMAOs are performance objectives or targets that Title III grantees must meet each year. There are three AMAOs, which are based on the WIDA ACCESS English language proficiency assessment, state content assessment as well as participation and academic growth and graduation rate data. All three AMAO targets must be met for the grantee to be considered to have met its AMAOs.

- **AMAO 1 –**progress moving English learners towards English proficiency. When the district is the grantee, AMAO 1 performance is reflected on the Academic Growth English language

proficiency growth sub-indicator on the District Performance Framework report. The expectation is that the grantee receives a rating of *meets* or *exceeds*. However, if the district is part of a consortium for Title III accountability purposes, the District Performance Framework does not reflect AMAO 1 results, only the individual district's results.

- **AMAO 2 –** the percent of students attaining English proficiency by scoring level 5+ overall and level 5+ for literacy on the ACCESS assessment. The 2015 target is 13%.

- **AMAO 3 –** the district's progress in moving English learners towards state content expectations, as measured by the grantee'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. In prior years, the grantee was expected to receive a rating of *meets* or *exceeds* on these sub-indicators for English learners, and *meets* or *exceeds* 95 percent participation for at least three of the four content areas (reading, writing, math and science).

  Colorado is part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and administered PARCC English language arts and mathematics assessments for the first time in spring 2015. This transition to new assessments clearly has implications for Colorado's Title III accountability, specifically AMAO 3. A proposal was submitted to U.S. Department of Education (USDE) in July 2015 requesting a waiver from calculating AMAO 3 using data from the first PARCC administration. CDE will update the field and this Accountability Handbook when the USDE responds to the AMAO 3 waiver request.

Title IIIA Accountability Identification for Improvement. A district/consortium that accepts ESEA Title III funds is identified for Title III Improvement if it does not make AMAOs for two consecutive years and must then develop an improvement plan that addresses the specific factors that prevented it from meeting AMAOs. Identified districts must complete and submit the Title III addendum as part of its UIP submission.

The State is required to take additional action if a grantee fails to meet AMAO targets for four consecutive years. Title III law (Section 3122(b)(4)) requires that the SEA conduct an additional review of the grantee's language instruction education program and provide technical assistance on reforming education of ELs.

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 Data Center on Schoolview.org under the "Accountability" tab and the "Federal" sub-tab, when you select "ESEA-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 district[2];
- 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.

[2] 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.

District Accountability 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; and
- Publicizing opportunities to serve and soliciting parents to serve on the DAC (per HB 15-1321, small rural districts may waive out of this requirement);
- Assisting the district in implementing the district's family engagement policy (per HB 15-1321, small rural districts may waive out of this state requirement; it should be noted that districts accepting Title I funds must still meet the Title I requirement in adopting a districtwide parent involvement policy); and
- Assisting school personnel to increase families' engagement with educators, including families' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive out of this requirement).

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.

To be consistent with SAC responsibilities, CDE recommends that DACs meet 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).

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 Improvement Plans

Requirements for District Plans

All districts must submit a plan that addresses how the district will improve its performance.[3] Regardless of accreditation category, schools and districts must use the Department's District Unified Improvement Plan template. While a 2015-16 performance framework will not be available, schools and districts are still expected to update their UIPs. Furthermore, the typical timeline (e.g., January 15 for reviews, April 15 for public posting) remain unchanged.

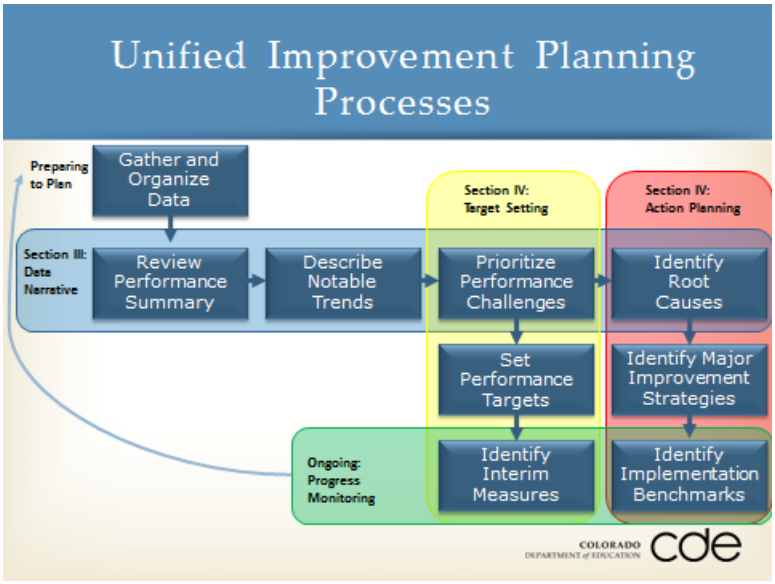
In 2008, Colorado introduced the Unified Improvement Plan (UIP) to streamline the improvement planning components of state and federal accountability requirements. Accountability for some grant programs has also been woven into the UIP process. Adopting this approach has enabled the state to shift from planning as an "event" to planning as a frame for "continuous improvement." Most importantly, this process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. With continued implementation, the UIP process has taken on multiple functions, including the following:

Alignment	Aligns improvement planning requirements for state and federal accountability into a "single" plan to improve results for students.
Documentation	Provides a common format for schools and for districts to document improvement planning efforts. Schools/districts on accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. CDE and the State Review Panel review the plans.
Transparency	Offers a process for including multiple voices in school and district planning, including staff, families and community representatives. All plans are posted publicly on SchoolView.org.
Best Practice	Promotes improvement planning based on best-practice, including using state and local data, engaging in a continuous improvement cycle and prioritizing a limited number of strategies.
Supports	Triggers additional supports through CDE, especially for schools/districts on the accountability clock (i.e., Priority Improvement, Turnaround).

[3] 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. Through HB 14-1204, rural schools and districts with less than 1200 students that have a Performance plan type may also submit their UIPs biennially (every other year) to CDE. Additional information is available at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

Considering the requirements of state and federal accountability, the department created a process that relies on a thorough data analysis that informs the action plan. A pre-populated report is provided to lay out the state and federal requirements, how the school or district performed on those expectations and any required components in the UIP as a result. Finally, addenda forms are available (some required, some optional) to ensure that program specific requirements are met. Often the schools or district may just refer to the page number where those requirements are addressed in the UIP.

The steps of the UIP process include: (1) gathering and organizing data, (2) reviewing performance data, (3) describing notable trends, (4) prioritizing performance challenges, (5) identifying root causes, (6) setting performance targets, (7) identifying major improvement strategies and setting action steps. Progress monitoring is built into the process (i.e., interim measures, implementation benchmarks) to ensure that the plan is on track and to help guide adjustments, needed. This process map helps to show the flow of the UIP process.



During the state assessment transition, some typical practices may need to be altered (e.g., trend statements, target setting). To see recommendations, refer to the Guidance for Implications of the State Assessment Transition on the UIP Process on the CDE website at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources%20.

Appropriate Strategies

Plans for all schools and districts are expected to portray actions at the appropriate level in scope and intensity depending on the plan type assigned. In particular, schools and districts with a plan type of Priority Improvement or Turnaround must select major improvement strategies that will result in dramatic outcomes for students. Furthermore, schools and districts with a Turnaround plan type must, at a minimum, include one or more required turnaround strategies, as defined by law.

Appendix M provides additional information on the differences in the UIP process for those with Priority Improvement or Turnaround Plans compared to those with Improvement or Performance Plans. For more detailed information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer to the Priority Improvement and Turnaround Accountability Handbook supplement. For additional information about how to develop plans that will meet state and federal requirements, visit the UIP website: 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, see Appendix F.

Review of District Unified Improvement 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. In 2015-16 during the state assessment transition, some data will be released by the state on a later timeline or even not at all. More detail and timeline can be viewed at http://www.cde.state.co.us/uip/sdr_fact_sheet_8_14_2015. The plan must cover at least two years (the current school year and the next school year).

Certain district level UIPs may be reviewed at the state level for program requirements. These programs include: Gifted Education, Designated Graduation districts, and Titles I, II and III.

For a visual summarizing the review process for district Priority Improvement and Turnaround plans, see Appendix G. For additional information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer Appendix M for an overview and to the Priority Improvement and Turnaround Supplement for more detailed information.

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, at 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, except that new school plan types will not be produced in August 2015 based on 2014-15 assessment results. Schools will continue to implement the plan type assigned in 2014, per HB15-1323. Districts remain responsible for accrediting their schools.

Each year, except for 2015-16, the following process will take place:

Step One: 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, as well as whether the school meets the participation requirements and assessment administration requirements. 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. *See Appendix H for sample School Performance Framework Reports, with initial plan assignments.*

Step Two: Districts are highly encouraged to notify CDE (accountability@cde.state.co.us) of their intent to submit a request to reconsider by September 15th, in order for CDE staff to provide adequate technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 15th.

Step Three: 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, see the guidance document titled "Submitting School Accreditation and Requests to Reconsider" posted online at: http://www.cde.state.co.us/Accountability/RequestToReconsider.asp.

Step Four: 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 School*View*.

A school will not be permitted to implement a Priority Improvement 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. For more information about this process, see the Priority Improvement and Turnaround Supplement.

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. In 2015-16, new performance plans will not be assigned using 2014-15 assessment results. Instead, the 2014 school plan type will be used in 2015-16.

In a typical year, 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 TCAP and 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/ACCESS) 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 TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. For 2014, adequate growth for English language proficiency is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS. For students at level 4, the expectation is for them to make enough growth to reach level 5 in 2 years.

- **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. Additionally, schools are accountable for meeting minimum participation rates in the state assessments. If a school does not make the 95% participation rate requirement in two or more content areas (reading, writing, math, science, social studies, and ACT), then the school's plan type will be lowered by one level.

Note: A school's failure to administer statewide assessments in a standardized and secure manner so that resulting assessment scores are reflective of independent student performance will be considered by the Department in determining which type of plan a school must implement, and may result in a Priority Improvement plan, or if the school otherwise would have been required to implement a Priority Improvement plan, a Turnaround plan.

See Appendix D for a visual of the components of the School Performance Framework (SPF). For more information about the SPF, see: http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp.

The Accountability Work Group and the Technical Advisory Panel for Longitudinal Growth are collaborating with the Colorado Department of Education to propose recommendations to the Commissioner for enhancements to the School Performance Framework for release in the fall of 2016. Additional stakeholder feedback will be collected in the fall of 2015.

ESEA School Accountability Measures

The ESEA flexibility waiver replaced the previous Title IA school accountability measure -- Adequate Yearly Progress (AYP) -- with Colorado's School Performance Frameworks (SPF). Under the waiver, three categories of schools are identified for federal accountability: Title I schools assigned a Priority Improvement or Turnaround plan type, Title I focus schools, and Title I priority schools. Title I Priority Improvement and Turnaround schools are identified using only the SPF results, whereas Title I focus and priority school identification supplement the SPF results with additional criteria.

In addition to providing Title I services through Targeted Assistance or Schoolwide programs, school districts with Title IA schools that are assigned Turnaround or Priority Improvement plan types must use Title IA funds to offer Public School Choice and Supplemental Educational Services (SES) to parents of students enrolled in those schools.

Additionally, as a condition of the waiver, CDE must identify a subset of Title IA schools with a Turnaround or Priority Improvement plan type as priority or focus schools to receive additional supports and services to increase the academic achievement of students in those schools.

Priority schools are Title I schools that are among the lowest five percent in student achievement and/or are Title I (or Title I eligible) high schools with a graduation rate less than 60 percent over a number of years. Priority schools are eligible to receive a Title I 1003(g) Tiered Intervention Grant (TIG) and implement one of the evidence-based turnaround reform models approved by the USDE.

A minimum of ten percent of Colorado's Title I schools are identified as focus schools which are:

- (1) Title I schools that have a subgroup or subgroups with low achievement over a number of years; and/or,
- (2) Title I (or Title I eligible) high schools with a subgroup or subgroups with graduation rates less than 60 percent over a number of years.

As part of the UIP process, priority schools awarded a Tiered Intervention Grant must complete and submit the TIG addendum in the school's UIP based on the reform model being implemented. Title I focus schools must address the low achievement and/or low graduation rates of disaggregated groups in the data narrative of the school's UIP. CDE Turnaround Support Managers and other CDE staff assist districts with:

- A comprehensive needs assessment for focus and priority schools.
- Planning, plan implementation and progress monitoring.
- Access to services, resources and information to help the school address its needs.

In addition, CDE will engage with districts that have focus and/or priority schools, to improve the effectiveness of programs supported with federal funds. In 2015-2016, CDE staff will continue to work with districts to identify the needs of schools and districts with 2014 Turnaround or Priority

Improvement plan types and how federal funds can be more effectively leveraged in support of student achievement.

Focus schools must offer SES until they meet the exit criteria. To exit from focus or priority status, a school must receive an Improvement or Performance plan assignment for two consecutive years. In 2015-2016, because there will not be an official SPF rating, schools will not exit priority or focus school status based on plan type.

For additional information on ESEA program accountability and federal requirements for schools and districts, refer to the *Priority Improvement and Turnaround Supplement* at: http://www.cde.state.co.us/accountability/.

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 school[4];
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person from the community.

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

[4] 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.

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;
- Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written;
- Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan;
- 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;
- 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.); and

- Publicizing opportunities to serve and soliciting parents to serve on the SAC (per HB 15-1321, small rural districts may waive out of this requirement);
- Assisting the district in implementing at the school level the district's family engagement policy (per HB 15-1321, small rural districts may waive out of this requirement); and
- Assisting school personnel to increase families' engagement with teachers, including families' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive out of this requirement).

School Accountability Committees for Charter Schools

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

Developing and Submitting School Improvement Plans

School Improvement Plan Requirements

All schools must submit a plan that addresses how the school will improve its performance.[5] All districts and schools, regardless of their plan assignment, are required to use CDE's School Unified Improvement Plan template[5]. The UIP process described in the district section applies to schools as well.

For more information about how to use the template and prepare a plan, see: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp.

Timelines for Submitting a School Plan

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

Review of School Plans

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

Priority Improvement and Turnaround Plans

For schools that are required to submit a Priority Improvement or Turnaround plan, local school boards must adopt a plan no later than January 15th of the school year in which the school is directed to adopt such a plan. Schools that are required to submit a Priority Improvement or Turnaround plan have different timelines and review requirements.

For a visual summarizing review process for school Priority Improvement and Turnaround plans, see Appendix L. For additional information on the unique requirements for schools with a Priority Improvement or Turnaround plan type, refer to Appendix M and the Priority Improvement and Turnaround Supplement.

[5] 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. Through HB 14-1204, rural schools and districts with less than 1200 students that have a Performance plan type may also submit their UIPs biennially (every other year) to CDE. Additional information is available at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

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.

Districts will submit all final plans no later than April 15th to the Department for publication on SchoolView. Through HB 14-1204, schools in small rural districts (less than 1200 students) that maintain a plan type of Performance may submit their UIP to CDE biennially (every other year).

Performance Reporting

SchoolView

The Colorado Department of Education is responsible for developing and maintaining a Web portal, SchoolView, to provide high-quality information about school, district 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).

District & School Dashboards (DISH)

The DISH is a visualization tool that graphs out currently available district/school data over time, such as demographics, achievement, growth and performance framework data. In addition, it has a like-district locator and comparison tool to allow for comparisons between districts on salient variables. The data dashboard allows for the printing or saving of snapshot data in a readily accessible format.

The DISH can be accessed at these links:
District, www.schoolview.org/dish/dashboard.asp and School,
www.schoolview.org/dish/schooldashboard.asp

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: www.schoolview.org.

The Department continuously updates the data included in the school and district performance reports, which includes assessment, accountability, enrollment, demographics, staff, finance, course offerings and health information. 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 E for sample*);
- A comparison of the district's levels of attainment on the Performance Indicators with other districts in the state;
- 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 H 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
Academic Achievement **Or** **Achievement**	A proficiency 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. Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado See also: ***Status Score*** *and* ***Scale Score.***
Academic Growth	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, mathematics and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping. 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. See also: ***Normative growth*** and ***Adequate growth***
Academic Growth Gaps	Academic Growth Gaps is a Performance Framework indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners, and low-proficiency students. Academic Growth Gaps constitute 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. See also: ***Normative growth***, ***Adequate growth***, and ***Subgroup***
Academic Peers	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.
Achievement	***See Academic Achievement***

Term	Definition
ACCESS for ELLs	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs). It was administered in Colorado for the first time in 2013. The assessment measures student achievement in reading, writing, speaking and listening comprehension standards, specifically. The results are used for ESEA, Title III Accountability (AMAOs 1 and 2) and in the state performance frameworks (for academic growth).
Achievement Level	Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the TCAP tests, for example, the four achievement levels were: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.
Accountability Clock	Also referred to as the 5-year clock, the Accountability Clock refers to the number of consecutive years a school or district is permitted to remain in the two lowest accountability categories (Priority Improvement and Turnaround). The Education Accountability Act of 2009 states that a district or the Charter School Institute may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before the State Board removes the district's or Institute's accreditation. The calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The Education Accountability Act of 2009 outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. The processes associated with each year of the clock, from the notification/planning Year 0 to the final Year 5, including actions directed by the State Board of Education at the end of the Accountability Clock, are detailed in the Priority Improvement and

Term	Definition
	Turnaround Supplement to the Accountability Handbook. Note: HB15-1323 excludes the 2015-16 school year, during which accreditation ratings and school plan types will not be assigned, from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year will resume where the 2014-15 school year left off.
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. This is a component of the Unified Improvement Planning (UIP) process.
Adequate Growth	A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area (reading, writing and math), within one, two, or three years or by 10th grade; whichever comes first. The performance framework reports the median adequate growth rate for a school or district. This number is the growth level sufficient for the *typical* or *median* student in that district, school, or other disaggregated group to reach a performance level of proficient or advanced, in a subject area (reading, writing and math), within one, two or three years, or by 10th grade; whichever comes first. For English language proficiency growth for 2015, adequate growth is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS at the beginning of that year. Students beginning the year at level 4 are expected to make enough growth to reach level 5 in two years.
Annual Measureable Achievement Objectives (AMAOs) [ESEA]	Federal ESEA, Title III Accountability measures for English learners (ELs). Grantees (districts/BOCES) are accountable for the progress students make toward higher achievement levels (AMAO 1) and the percent of students attaining English proficiency (AMAO 2) as measured by the ACCESS for ELLs assessment. To successfully reach AMAOs, Title III grantees must also make academic content growth, graduation rate and participation rate targets for ELLs (AMAO 3).

Term	Definition
Average	A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean. See also: ***Mean, Median***
Baseline	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.
Catch-Up Growth	Growth needed for a student scoring at the unsatisfactory or partially proficient levels, in the previous year, to reach the proficient or advanced achievement level within 3 years or by 10th grade; whichever comes first. A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a proficient or advanced level of achievement. See also: ***Keep-Up Growth, Move-Up Growth, and Adequate Growth.***
CELA proficiency (CELApro)	Colorado English Language Assessment for Proficiency: the standards-based English proficiency assessment given annually 2008-2012 to NEP and LEP ELs and used for ESEA Title III accountability AMAOs. **CELApro** measures student achievement in reading, writing, speaking and listening comprehension standards, specifically.
CoAlt	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.
Colorado ACT Composite Score **Or** **Average Colorado ACT Composite Score**	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science. The average Colorado ACT composite score is the average composite score for all of the students in a district or school. Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator.

Term	Definition
The Colorado Growth Model	The Colorado Growth Model is both: (a) a statistical model to calculate each student's progress on state assessments. (b) a computer-based data visualization tool for displaying student, school, and district results over the internet.
Colorado Measures of Academic Success (CMAS)	The Colorado Measures of Academic Success (CMAS) are the state's new assessments created to measure the Colorado Academic Standards. They include the Colorado developed Science and Social Studies assessments and the PARCC developed English Language Arts and Math assessments.
Consolidated Application [ESEA]	Colorado's grant application process for LEAs to apply for ESEA (also known as NCLB) funds. This grant application includes: 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 tested included 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 was 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 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 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

Term	Definition
	categories and minority overall, 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 and keep up. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English language learners and catch-up students (students at a performance level of unsatisfactory or partially proficient in the prior year). See also: ***Median Student Growth Percentile***
Disaggregated Graduation Rate	Graduation rates are disaggregated by student groups, and were added to the accountability within the performance frameworks in 2012. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English language learners. See also: ***Graduation Rate***
District Performance Framework (DPF)	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.

Term	Definition
Drop-Out Rate	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. The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 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. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level, and use the rate for grades 9-12.
ELD Standards	English Language Development Standards
ELs	English learners
Equitable Distribution of Teachers (EDT)	The requirement in NCLB that LEAs must examine and address the issue that less experienced and less qualified teachers are more likely assigned to teach poor and minority students. EDT displays are available on SchoolView.org to assist with this analysis. The display enables users to examine the distribution of staff within a district by student (i.e., poverty, minority) and staff (i.e., teacher experience, Highly Qualified status) variables. The display also incorporates student growth ratings, recognizing that data on teacher qualifications and experience, without an examination of school performance, can have limited utility for understanding the impact of teacher equity gaps on student learning.
FELL	*Former English Language Learner*. Students that have been formally exited from an English language development program.
Fluent English Proficient (FEP)	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.

Term	Definition
	Compare to: ***NEP, LEP***
Focus School [ESEA}	In accordance with the ESEA Flexibility Waiver, 10 percent of Title I schools are identified as focus schools if the school has a Priority Improvement or Turnaround plan type and: (a) a subgroup or subgroups with lowest achievement on a composite score calculated using the achievement of all subgroups; and/or (b) Is a Title I (or Title I eligible) high school that has a subgroup or subgroups with graduation rates less than 60 percent over several years.
Framework Points	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. For elementary and middle level schools only, the framework points possible are: 25 points for Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps. For schools with high school levels and districts, 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. 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.
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, through the UIP process.

Term	Definition
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 anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010. 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. On the 1-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate. On the 3-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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 the 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.
Growth	For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time. 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, mathematics and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group.

Term	Definition
	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. The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or student disaggregated group using the median of the student growth percentiles of the school, district, or student group. It then evaluates if that growth rate is sufficient for the *typical* or *median* 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.
Growth Percentile	See Student Growth Percentile.
Highly Qualified Teacher	The federal requirement in NCLB for K-12 core content teachers. To meet HQ requirements, teachers must: 1. Hold a degree 2. Be fully licensed (except for general education teachers in charter schools that have been waived from licensing by the State Board of Education) 3. Demonstrate subject matter competency
Improvement Plan	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. Elementary and middle schools that earn at least 47% but less than 59% of their framework points, on the school performance framework, will be assigned to the "Improvement Plan" category. High schools that earn at least 47% but less than 60% of their framework points, on the school performance framework report, are assigned to the "Improvement Plan" category. Improvement plans are also required for Title I schools identified as in need of improvement under ESEA. These include schools assigned a plan type of Priority Improvement or Turnaround as well as schools identified as "Focus " or "Priority" under the State's ESEA Flexibility Waiver. The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of SB09-163, ESEA, and the State's ESEA Flexibility Waiver.

Term	Definition
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the Unified Improvement Planning (UIP) process. See also: ***Measure*** and ***Metric***
Interim Measure	A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year. This is a component of the Unified Improvement Planning (UIP) process.
Keep-Up Growth	Growth needed for a student scoring at the proficient or advanced levels, in the previous year, to continue scoring at least at the proficient level in the current year and future 3 years or by 10th grade, whichever comes first. A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a proficient level of achievement. See also: ***Catch-Up Growth, Move-Up Growth, and Adequate Growth.***
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)	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. Compare to: ***NEP, FEP***
Major Improvement Strategy	An overall approach that describes a series of related maneuvers or actions intended to result in improvements in performance. This is a component of the Unified Improvement Planning (UIP) process.

Term	Definition
Mean	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). See also: **Average.**
Measure	Instruments or means to assess performance in an area identified by an indicator.
Median	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. Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.
Median Adequate Growth **Or** **Median Adequate Growth Percentile**	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. In the case of the performance framework, this is a relatively simple calculation. Each student, in a school, has a Catch up or a Keep up growth number. If you take the median of all these numbers, you get the growth level that would, on average, enable all students to be either catching up or keeping up; whichever they need to do. For English language proficiency growth as measured by the ACCESS for ELLs assessment, the expectations are a set based on language development. Specifically, students at level 1, 2 and 3 are expected to gain one performance level in one year. Students at level 4 are expected to reach level 5 in two years.
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**	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.

Term	Definition
Median Growth Percentile (MGP)	See also: ***Median***
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 reading, writing or math 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: ***Catch-up Growth, Keep-up Growth.***
NCLB	No Child Left Behind, the version of the Elementary and Secondary Education Act (ESEA) reauthorized in 2001.
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. Compare to: ***LEP, FEP***
Normative Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as defined by how each student's progress compares to other students with a similar achievement history - his/her academic peers.
Participation Rate	Percentage of students, in a school or district, taking required state assessment; including: TCAP, CoAlt, Lectura, Escritura, CMAS and ACT. 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.
Percentage/Percent	A way of expressing a fraction in a single number. For example, one out of 17 is 5.9%.

Term	Definition
Percentile	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. 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. 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.
Performance	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.
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 indicators. Elementary and middle schools that earn at least 59%, of their framework points, on the school performance framework report are assigned to the Performance plan category. High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.
PHLOTE	A data element that is used to represent students that have a *primary or home language other than English.*
Postsecondary and Workforce Readiness (PWR)	The preparedness of students for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator

Term	Definition
	includes graduation rates, the dropout rate, and Colorado ACT scores.
Priority Improvement Plan	One of the types of plans required for those schools that do not meet the state's performance standards. Elementary and middle schools that earn at least 37% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category. High schools that earn at least 33% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.
Priority Performance Challenges (PPC)	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.). This is a component of the Unified Improvement Planning (UIP) process.
Priority School [ESEA]	In accordance with the ESEA Flexibility Waiver, 5 percent of Title I schools are identified as priority if the school has a Priority Improvement or Turnaround plan type and is: (a) A Title I school in the lowest 5% on achievement; and/or (b) A Title I or Title I eligible high school with graduation rates less than 60 percent over several years.
Rating	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.
Root Cause	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. This is a component of the Unified Improvement Planning (UIP) process.
SASID	State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.

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 TCAP, students receive a scale score in reading, writing, and math. CMAS provides a scale score in science and social studies. See also: ***Achievement***
School Performance Framework (SPF)	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 Schoolwide 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 collaboration with parents.
SEA	State Education Agency (Colorado Department of Education)
State Review Panel	The State Review Panel is a panel of education experts appointed by the commissioner to assist the department and the state board in implementing the Education Accountability Act of 2009. The State Review Panel may review Priority Improvement Plans and must review Turnaround Plans for schools and districts. The State Review Panel must review all schools and districts at the end of the Accountability Clock, and site visits may be included in addition to the document review.
Strategic Plan or Comprehensive Plan	An organization's documented definition of its overall direction and intention to allocate its resources to follow this direction. This is distinct from an **Improvement Plan** which is a focused plan aimed at prioritizing actions based upon identified student and school needs**.**

Term	Definition
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality and efficiency and should be research-based. This is a component of the Unified Improvement Planning (UIP) process.
Students Below Proficient **Or** **Students Scoring Below Proficient**	Students who scored Unsatisfactory or Partially Proficient in the prior year's TCAP.
Student Growth Percentile (SGP)	A way of understanding a student's current TCAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e., relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth 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. This is a component of the Unified Improvement Planning (UIP) process.
Targeted Assistance Plan [Title I ESEA]	This is required for Title I schools that operate Targeted Assistance programs. The plan has eight components that focus on how students most at risk of not meeting state standards in reading/ math will be served.
TCAP	Transitional Colorado Assessment Program (given in 2012 for the first time). Content areas currently tested include reading and writing (in English and 3rd and 4th grade Spanish versions) and mathematics, in grades 3-10.
Test Participation	On the performance framework reports, the percentage of students in a school or district taking a state assessment, including:

Term	Definition
Test Participation Rate	TCAP, CoAlt, Lectura, Escritura, CMAS and ACT. 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 content areas are assigned a plan type one category lower than their framework points indicate.
Transitional Growth Percentile	The Colorado Growth Model is capable of calculating growth percentiles between two different assessments which are called transitional growth percentiles. This terminology indicates that while commonalities may exist between assessments, the CMAS English language arts and math assessments will not cover identical content to TCAP. Only after a thorough data analysis, along with discussion with the Technical Advisory Panel for Longitudinal Student Growth and other stakeholders, will a decision be made regarding the release of transitional growth percentiles. The release of these percentiles pending confirmatory analysis and positive technical feedback is anticipated for the Spring of 2016. See **Student Growth Percentile**
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 37% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. High schools that earn less than 33%, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. In Colorado's state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies: • 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;

Term	Definition
	• 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 • Closing a school. • 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").

Appendix B: Model District Accreditation Contract for District Accredited with Improvement, Performance or Distinction

1. Parties

This Contract is between the local school board for [District], 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 may be automatically renewed each year if the District is assigned to the accreditation category of "Accredited with Distinction" or "Accredited" 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 or Improvement 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.

6. Accreditation of Public Schools and Adoption 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 five (5) consecutive school years before the District is required to restructure or close the school. Pursuant to section 22-11-210(1)(d)(II), C.R.S., for purposes of calculating whether a public school is required to implement a Priority Improvement or Turnaround Plan for longer than a combined total of five consecutive years, the Department will exclude the 2015-16 school year, during which the Department will not recommend school plans, from the calculation and will count the 2016-17 school year as if it were consecutive to the 2014-15 school year.

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 Applicable Statutes, Regulations, and Department Policies and Procedures

The District will substantially comply with all statutory and regulatory requirements applicable to the District and Department and all Department policies and procedures 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, C.R.S., 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

Commissioner of the Colorado Department of Education

_____ _____

Signature Date

Colorado State Board of Education Chairman

_____ _____

Signature Date

Appendix C: District Accreditation Contract for District Accredited with Priority Improvement or Turnaround

1. Parties

This Contract is between the local school board for [District], 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.

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. Consequences of Continued Low-Performance

The District was accredited with Priority Improvement in the fall of 2014. The District will enter Year 1 of Priority Improvement or Turnaround status on July 1, 2015. Pursuant to 22-11-208(1.5), C.R.S., the

Department will not issue accreditation ratings for school districts for the 2015-16 school year. The Department will resume assigning accreditation ratings for school districts for the 2016-17 school year and each school year thereafter.

The State Board may not allow a District to remain in the category of either Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than a total of five (5) consecutive school years before removing the District's accreditation. In accordance with 22-11-107(4b), C.R.S., for the purposes of calculating whether a District is accredited with Priority Improvement Plan or below for longer than a total of five consecutive school years, the Department will exclude the 2015-16 school year, during which the Department does not assign accreditation ratings, from the calculation and will count the 2016-17 school year as if it were consecutive to the 2014-15 school year. If the State Board removes the District's accreditation, the State Board will then notify the District of which actions the District is required to take in order to have its accreditation reinstated. After the District takes the required actions, the State Board will reinstate the District's accreditation at the accreditation category deemed appropriate by the State Board.

7. Accreditation of Public Schools and Adoption 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 five (5) consecutive school years before the District is required to restructure or close the school. Pursuant to section 22-11-210(1)(d), C.R.S., for purposes of calculating whether a public school is required to implement a Priority Improvement or Turnaround Plan for longer than a combined total of five consecutive years, the Department will exclude the 2015-16 school year, during which the Department does not recommend school plans, from the calculation and will count the 2016-17 school year as if it were consecutive to the 2014-15 school year.

8. 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.

9. Substantial and Good-Faith Compliance with Applicable Statutes, Regulations, and Department Policies and Procedures

The District will substantially comply with all statutory and regulatory requirements applicable to the District and Department and all Department policies and procedures 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, C.R.S., concerning school safety.

10. 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.

11. 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.

12. Signatures

Local School Board President

_____ _____

Signature Date

District Superintendent

_____ _____

Signature Date

Commissioner of the Colorado Department of Education

_____ _____

Signature Date

Colorado State Board of Education Chairman

_____ _____

Signature Date

Appendix D: Components of the District and School Performance Framework (prior to 2015)

Achievement

- **Proficiency rate**
  - % proficient/ advanced in TCAP, CoAlt, Lectura, and Escritura in:
    - Reading, Mathematics, Writing

Growth

- **Normative Growth**
  - Median Student Growth Percentiles (MGPs) in:
    - TCAP Reading, Math, Writing
    - English language proficiency (ACCESS for ELLs)
- **Criterion-referenced Growth**
  - Median Adequate Student Growth Percentiles (AGPs) in:
    - TCAP Reading, Math, Writing
    - English language proficiency (ACCESS for ELLs)

Growth Gaps

- **Normative and Criterion-Referenced Growth for Disaggregated Student Groups**
  - MGPs and AGPs in:
  - TCAP Reading, Math, Writing
  - For the following student groups:
    - Free/Reduced Lunch students
    - Minority students
    - Students with disabilities
    - English learners
    - Students needing to catch up

Post-Secondary Workforce Readiness

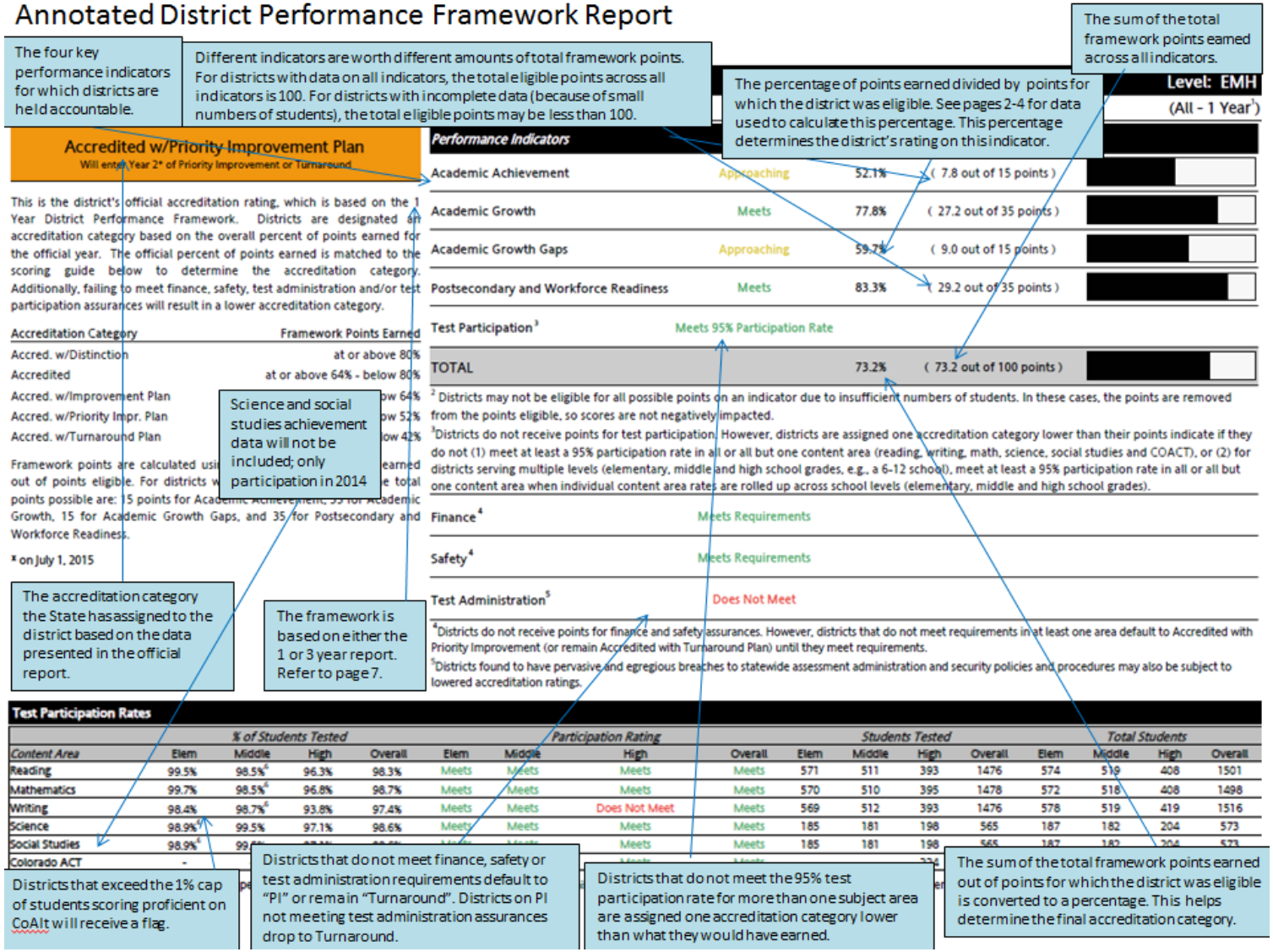
- **Graduation Rate** (best of the 4, 5, 6 or 7 year rate)
- **Disaggregated Graduation Rate** (best of the 4, 5, 6 or 7 year rate) for the following Student Groups:
  - Free/Reduced Lunch students
  - Minority students
  - Students with disabilities
  - English learners
- **Dropout Rate**
- **Colorado ACT Composite Score**

Other

- **Test Participation**
  - 95% participation in Reading, Math, Writing, Science, Social Studies, Colorado ACT
- **Test Administration Assurances**
- **Finance & Safety**
  - Meet compliance requirements
  - Applicable to districts only

Appendix E: Sample District Performance Framework Report Prior to 2015

Annotated District Performance Framework Report



Annotated DPF Report

This is the district's data for each metric on this performance indicator. The data are used to determine the number of points and the indicator ratings the district earned. How performance relates to points is described on pages 6 and 7.

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

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW **Level: Elementary**

District: MOSTLY REAL DISTRICT- DNM TEST ADMIN - 9010 (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	2	4		Approaching	77	70.13	45
Mathematics	2	4		Approaching	77	67.53	39
Writing	2	4		Approaching	77	42.86	21
Science	2	4		Approaching	22	36.36	27
Total	8	16	50%	Approaching			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	57	54	37	Yes
Mathematics	4	4		Exceeds	58	64	59	Yes
Writing	3	4		Meets	57	50	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	10	12	83.3%	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	6	8	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	30	46	42	Yes
Minority Students	3	4		Meets	20	55	49	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Mathematics	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	31	63	73	No
Minority Students	2	4		Approaching	21	46	81	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	23	51	83	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	30	54	55	No
Minority Students	2	4		Approaching	20	50	70	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	28	48	75	No
Total	19	32	59.4%	Approaching				

N<20 or N<16 is displayed when the minimum student N is not met.

Annotated DPF Report

The district's points across sub-indicators are added together and converted to a percentage for this indicator. The percentage of points is then use to assign an indicator rating.

N refers to the number of students included in each sub-indicator.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW — **Level: Middle**

District: REAL DISTRICT- COALT PARTIC - 9011 — (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	1	4		Does Not Meet	480	57.5	13
Mathematics	2	4		Approaching	481	42	30
Writing	2	4		Approaching	482	42.74	15
Science	2	4		Approaching	168	39.29	31
Total	7	16	43.8%	Approaching			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	452	46	38	Yes
Mathematics	3	4		Meets	451	55	77	No
Writing	2	4		Approaching	453	49	62	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	39	31	50	No
Total	8.5	14	60.7%	Approaching				

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	296	45	42	Yes
Minority Students	2	4		Approaching	220	44	44	Yes
Students with Disabilities	2	4		Approaching	69	54	83	No
English Learners	2	4		Approaching	75	44	49	No
Students needing to catch up	2	4		Approaching	193	44	70	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	295	53	79	No
Minority Students	2	4		Approaching	219	53	83	No
Students with Disabilities	2	4		Approaching	69	54	99	No
English Learners	3	4		Meets	75	55	82	No
Students needing to catch up	2	4		Approaching	245	53	94	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	297	43	68	No
Minority Students	2	4		Approaching	220	46	71	No
Students with Disabilities	2	4		Approaching	70	49	96	No
English Learners	2	4		Approaching	75	49	73	No
Students needing to catch up	2	4		Approaching	236	46	83	No
Total	32	60	53.3%	Approaching				

Annotated DPF Report

The district can earn points for each metric based on the ratings assigned. Ratings are assigned through the rubrics on page 6.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW — **Level: High**

District: REAL DISTRICT- COALT PARTIC - 9011 — (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	1	4		Does Not Meet	360	44.17	4
Mathematics	1	4		Does Not Meet	362	14.64	7
Writing	1	4		Does Not Meet	360	26.11	6
Science	1	4		Does Not Meet	183	22.95	5
Total	4	16	25%	Does Not Meet			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	1	4		Does Not Meet	288	39	44	No
Mathematics	2	4		Approaching	288	43	99	No
Writing	2	4		Approaching	288	45	83	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	5	12	41.7%	Approaching				

demic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
ding	7	20	35%	Does Not Meet				
ree/Reduced Lunch Eligible	1	4		Does Not Meet	144	39	58	No
inority Students	1	4		Does Not Meet	121	37	57	No
tudents with Disabilities	1	4		Does Not Meet	35	35	98	No
nglish Learners	2	4		Approaching	20	47	84	No
tudents needing to catch up	2	4		Approaching	141	42	80	No
thematics	12	20	60%	Approaching				
ree/Reduced Lunch Eligible	2	4		Approaching	145	41	99	No
inority Students	2	4		Approaching	122	45	99	No
tudents with Disabilities	2	4		Approaching	35	42	99	No
nglish Learners	4	4		Exceeds	20	70	99	No
Students needing to catch up	2	4		Approaching	199	45	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	144	42	92	No
Minority Students	2	4		Approaching	121	42	91	No
Students with Disabilities	1	4		Does Not Meet	35	34	99	No
English Learners	3	4		Meets	20	60	98	No
Students needing to catch up	2	4		Approaching	191	41	97	No
Total	29	60	48.3%	Approaching				

Postsecondary and Workforce Readiness	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Rate/Score*	*Expectation*
Graduation Rate: 4yr/5yr/6yr/7yr	1	4		Does Not Meet	394/405/*416*/463	44.4/49.4/*51.2*/44.7%	80%
Disaggregated Graduation Rate	0.75	3	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	195/176/*174*/186	44.1/50/*51.1*/43.5%	80%
Minority Students	0.25	1		Does Not Meet	174/171/*151*/178	34.5/40.9/*41.1*/37.1%	80%
Students with Disabilities	0.25	1		Does Not Meet	44/*52*/35/49	40.9/*53.8*/48.6/49%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	2	4		Approaching	1868	7.3%	3.6%
Colorado ACT Composite Score	2	4		Approaching	224	17.7	20
Total	5.75	15	38.3%	Approaching			

The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See pages 6 and 7 for details regarding how these metrics result in different ratings.

Annotated DPF Report

Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW **Level: High**

Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This District's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	43.1	49.6	51.5	53
	2010	46.4	53.2	55.8	
	2011	51.8	*58.5*		
	2012	56.1			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	43.1	49.6	51.5	53
	2010	46.4	53.2	55.8	
	2011	51.8	58.5		
	2012	56.1			
	Aggregated	49.2	*53.7*	53.7	53

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.7	46.6	49.2	50.8
	2010	40.3	49.2	52.6	
	2011	47.7	*55.8*		
	2012	51.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.7	46.6	49.2	50.8
	2010	40.3	49.2	52.6	
	2011	47.7	55.8		
	2012	51.9			
	Aggregated	45	50.6	*50.9*	50.8

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-ye
Anticipated Year of Graduation	2009	38.3	46.1	48.4	49.8
	2010	41.8	50	52.7	
	2011	49	*56.3*		
	2012	53.5			

raduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	38.3	46.1	48.4	49.8
	2010	41.8	50	52.7	
	2011	49	56.3		
	2012	53.5			
	Aggregated	45.5	*50.7*	50.5	49.8

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-ye
Anticipated Year of Graduation	2009	32.2	39.3	43	47.
	2010	31.1	41.1	*48.4*	
	2011	34.4	44.7		
	2012	38.9			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
		32.2	39.3	43	47.3
		31.1	41.1	48.4	
of Graduation	2011	34.4	44.7		
	2012	38.9			
	Aggregated	34	41.7	45.8	*47.3*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	36.3	49.2	52.3	*53.5*
	2010	39.4	49.4	53.4	
	2011	42.5	52.9		
	2012	47.2			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	36.3	49.2	52.3	53.5
	2010	39.4	49.4	53.4	
	2011	42.5	52.9		
	2012	47.2			
	Aggregated	40.2	50.1	52.8	*53.5*

The gray boxes refer to the 4, 5, 6, and 7-year grad rates used to determine the "best of" rate.

Red italics designate the "best of" grad rate among the 4, 5, 6, and 7-year rates.

These tables show the 4, 5, 6, and 7-year graduation rates for the district overall and for disaggregated student groups. This page provides more detailed trend data than included in the PWR section.

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.

For the 1-year DPF, districts earn points based on the highest value among the following: 2012 4- year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 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 DPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Annotated DPF Report

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW — Overall district framework points are an aggregate of EMH levels. — **Level: EMH**

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	*Scoring Guide*		*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The district's percentage of students scoring proficient or advanced was:*			TCAP		16 (4 for each content 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	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• 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)	35
	• 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 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			
	Colorado ACT Composite Score: 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; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category 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%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	Plan description
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.
Accredited	The district is required to adopt and implement a Performance Plan.
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround 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 remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of 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 accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. 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.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	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					
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72					
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66					

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

	Reading			Math			W					
	Elem	Middle	High	Elem	Middle	High	Elem	M				
N of Districts	181	182	183	181	182	182	181					
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	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	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, to understand the ratings assigned.

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) demic progress of the students in this district compared to that of other students cy (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) (adequate) growth: whether this level of growth was sufficient for the typical or maintain a specified level of proficiency within a given length of time. For re proficient or advanced within three years or by 10th grade, whichever comes rs are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

This is a visual representation of the rubric for 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.

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

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, dropout rates, and mean Colorado ACT (COA

State Mean Dropout

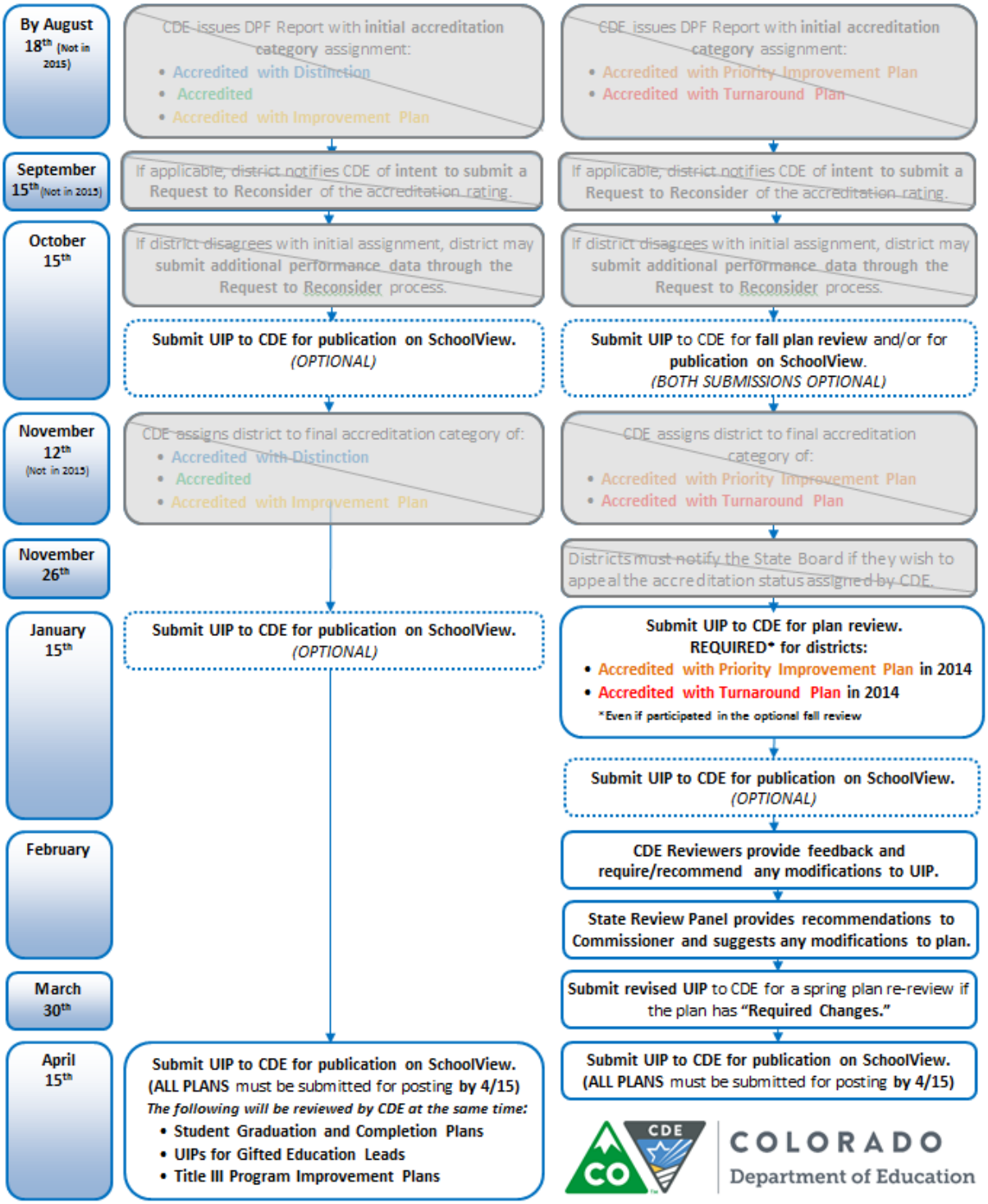
1-year (2009)	
3-year (2007-09	

State Mean COACT

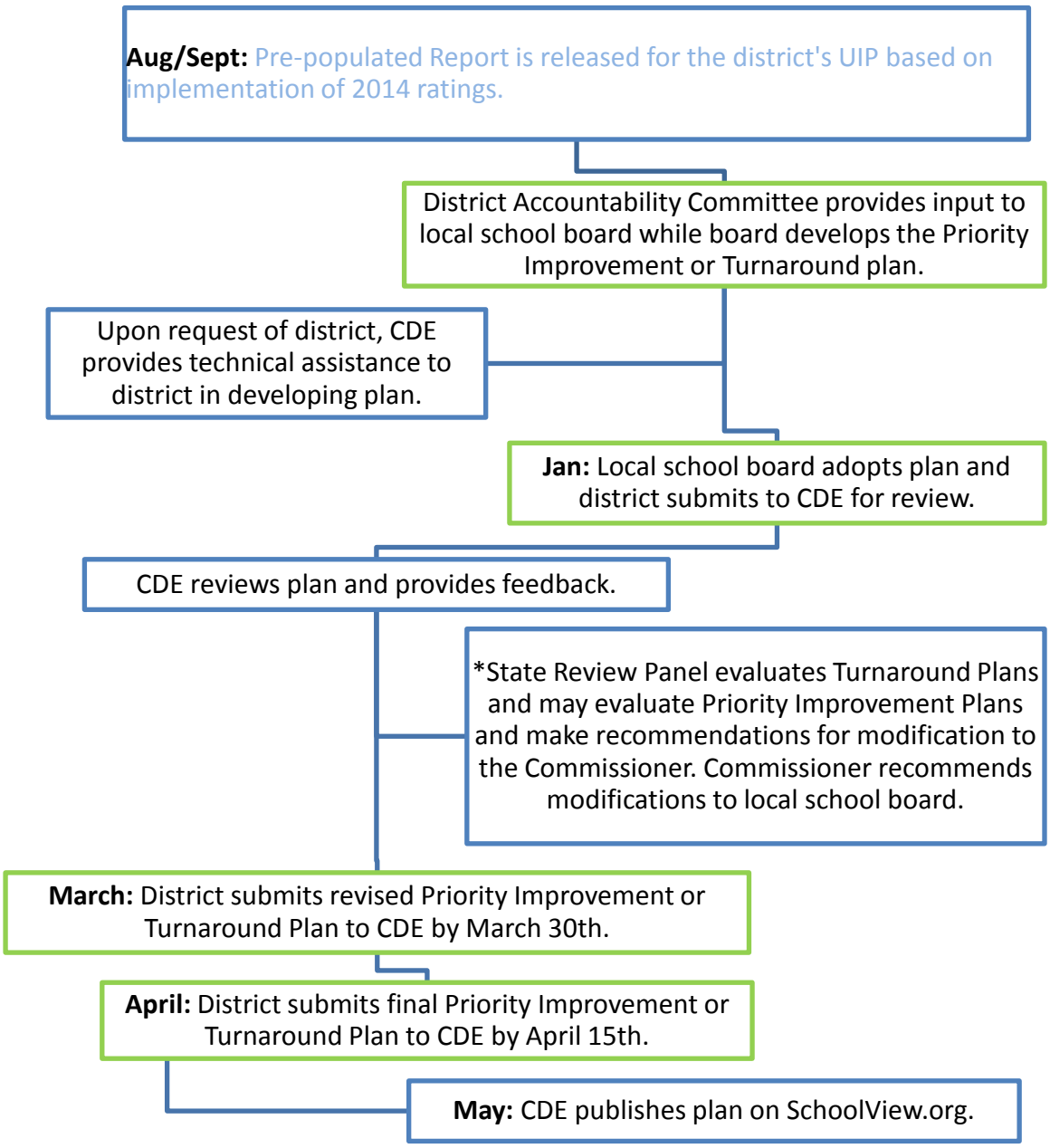
	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

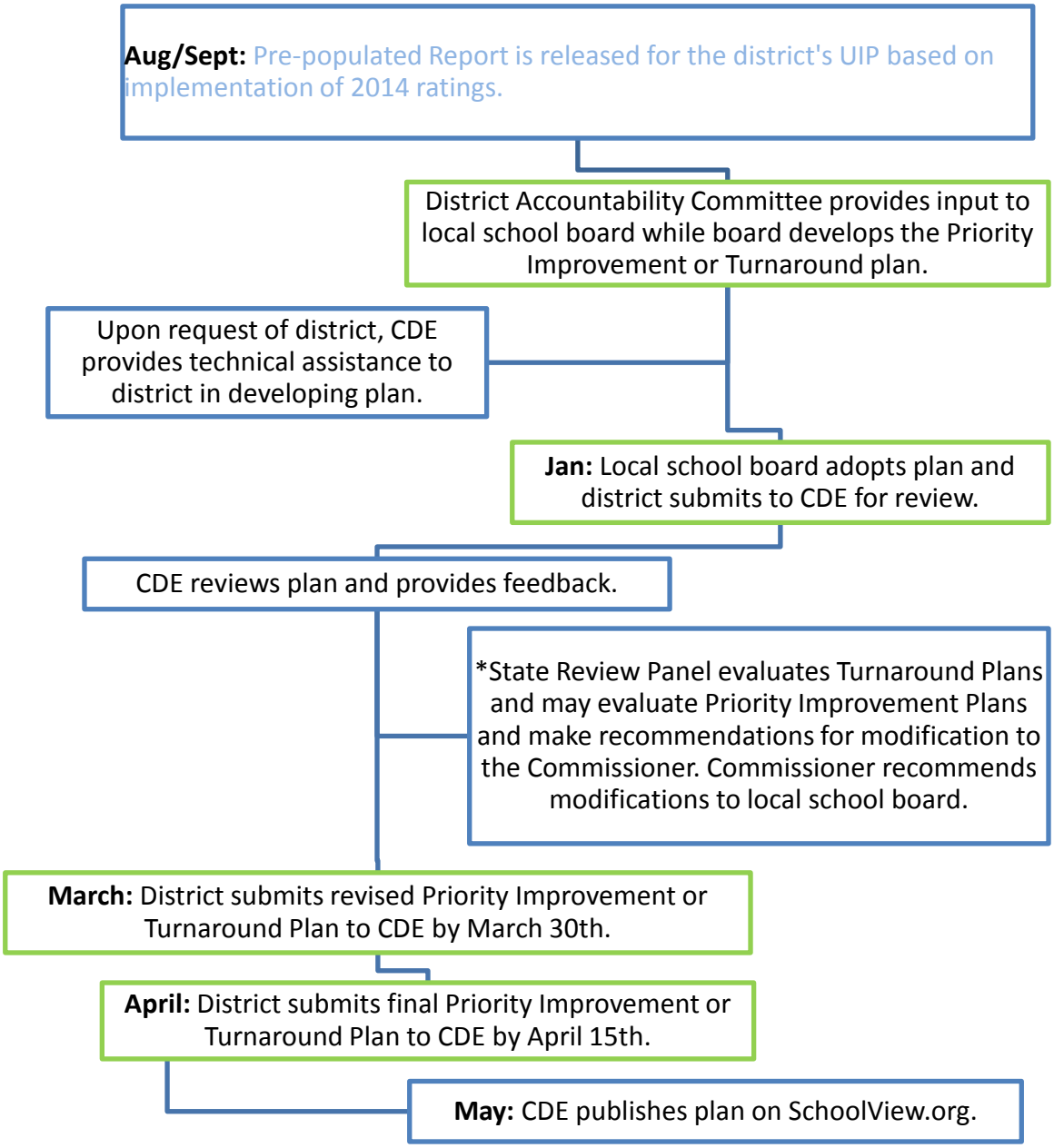
Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score, to understand the ratings assigned.

Appendix F: Timelines for District Accreditation and Plan Submission



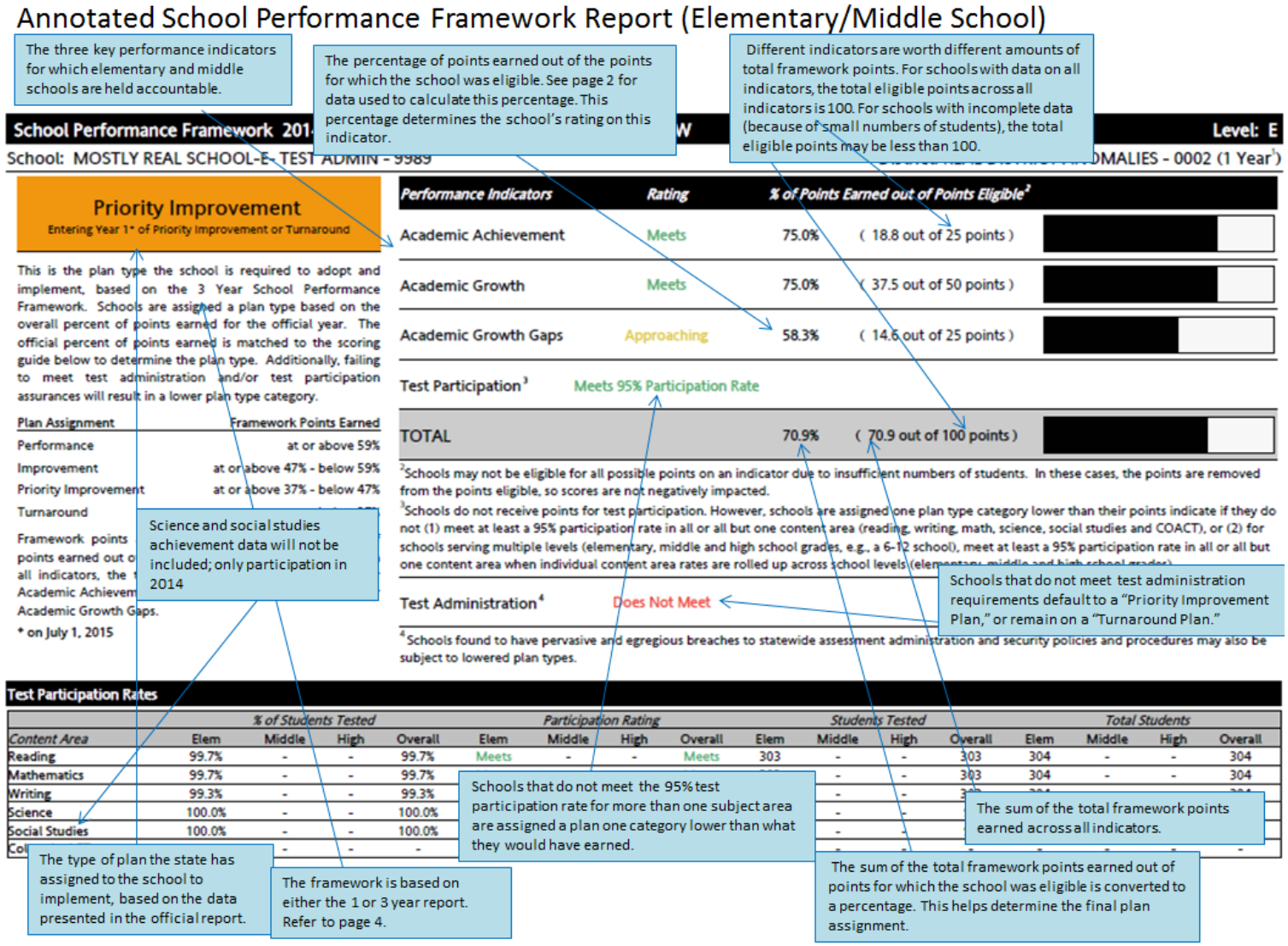
Appendix G: Process for Reviewing *District* Priority Improvement and Turnaround Plans





(Light green boxes indicates district action; dark blue boxes indicates state action.)
* State Review Panel activities may occur over the course of the entire year.

Appendix H: Sample School Performance Framework Reports (Prior to 2015)



Annotated SPF Report (Elementary/Middle School)

The school can earn points for each metric based on the ratings assigned. Schools with too few students may have fewer points eligible.

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.

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.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW — **Level: Elementary**

hool: MOSTLY REAL SCHOOL-E- TEST ADMIN - 9989 — District: REAL DISTRICT ANOMALIES - 0002 (1 Year)

demic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
eading	3	4		Meets	287	83.62	78
lathematics	3	4		Meets	287	82.58	77
Vriting	3	4		Meets	286	63.99	70
cience	3	4		Meets	93	74.19	87
al	12	16	75%	Meets			

demic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
eading	3	4		Meets	172	54	19	Yes
lathematics	3	4		Meets	173	45	35	Yes
Vriting	3	4		Meets	172	57	37	Yes
nglish Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
al	9	12	75%	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	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	27	47	28	Yes
Minority Students	3	4		Meets	51	54	20	Yes
Students with Disabilities	4	4		Exceeds	21	67	49	Yes
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	32	58	61	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	27	50	60	No
Minority Students	2	4		Approaching	51	42	44	No
Students with Disabilities	2	4		Approaching	21	41	70	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	30	38	74	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	27	34	44	No
Minority Students	1	4		Does Not Meet	51	39	40	No
Students with Disabilities	3	4		Meets	21	58	68	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	53	58	60	No
Total	28	48	58.3%	Approaching				

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

N refers to the number of students included in each sub-indicator.

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.

Annotated SPF Report (Elementary/Middle School)

Elementary and middle schools have a different scoring guide than high schools that does not include a Postsecondary and Workforce Readiness indicator.

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

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*		*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			TCAP		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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• 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; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 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.
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 State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of 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 (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 category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. 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.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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

	Reading			Math			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					
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52					
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83					

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, to understand the ratings assigned.

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

	Reading			Math			Wr					
	Elem	Middle	High	Elem	Middle	High	Elem	Mi				
N of Schools	1032	507	362	1032	507	361	1032					
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

This is a visual representation of the rubric 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.

res academic progress using the Colorado Growth Model. This indicator reflects 1) ademic progress of the students in this school compared to that of other students ency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score equate) growth: whether this level of growth was sufficient for the typical (median) student cified level of proficiency within a given length of time. For CSAP/TCAP, students are d within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

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, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Drop

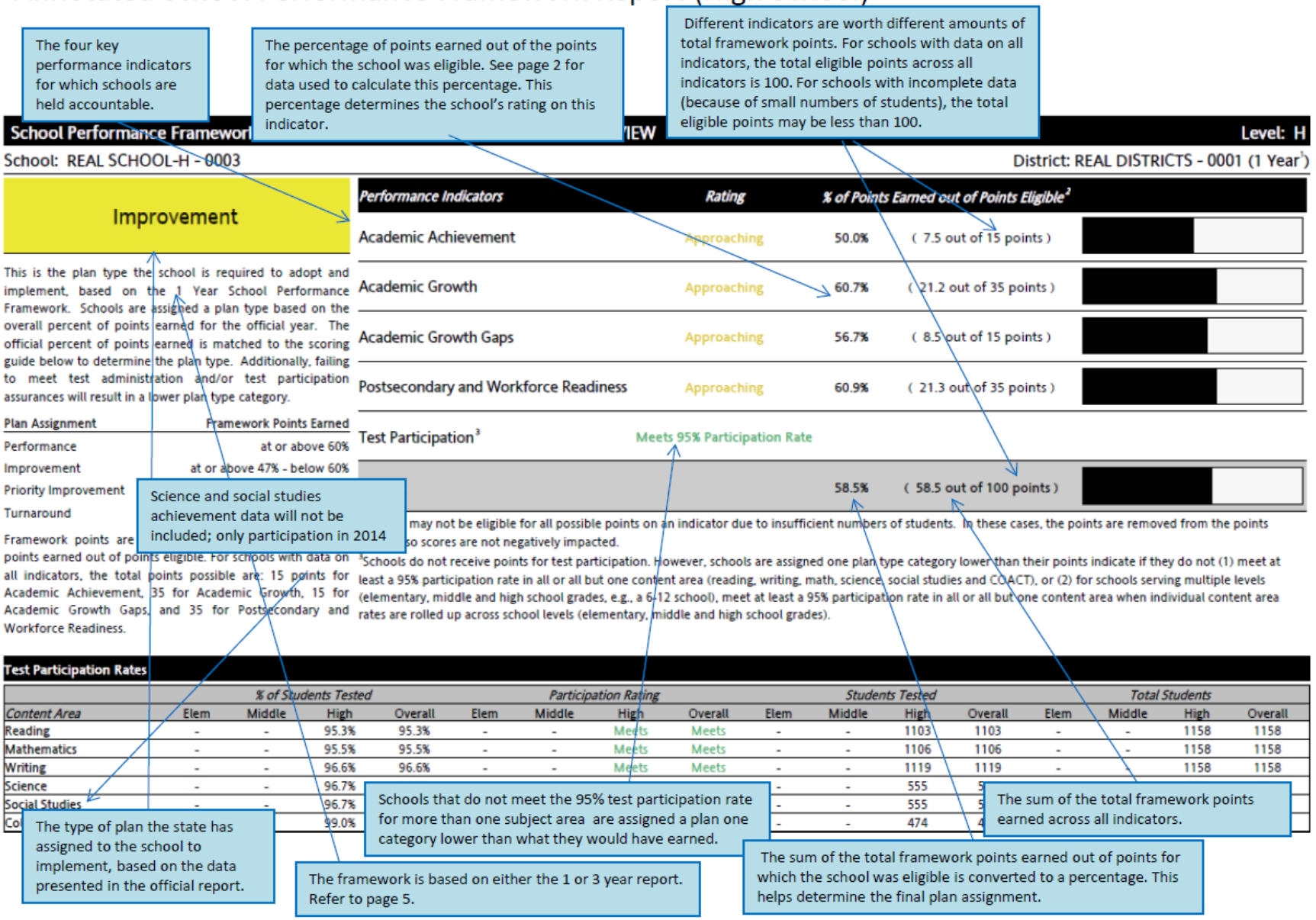
1-year (2009	
3-year (2007-	

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, to understand the ratings assigned.

State Mean COAC

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

Annotated School Performance Framework Report (High School)



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

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.

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.

School Performance Framewor[illegible]VIEW Level: H

School: REAL SCHOOL-H - 0003 District: REAL DISTRICTS - 0001 (1 Year[1])

Improvement

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are [illegible] points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(7.5 out of 15 points)
Academic Growth	Approaching	60.7%	(21.2 out of 35 points)
Academic Growth Gaps	Approaching	56.7%	(8.5 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	60.9%	(21.3 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
		58.5%	(58.5 out of 100 points)

Science and social studies achievement data will not be included; only participation in 2014

[illegible] 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 the points so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

Test Participation Rates

	% of Students Tested				Participation Rating				Students Tested				Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	95.3%	95.3%	-	-	Meets	Meets	-	-	1103	1103	-	-	1158	1158
Mathematics	-	-	95.5%	95.5%	-	-	Meets	Meets	-	-	1106	1106	-	-	1158	1158
Writing	-	-	96.6%	96.6%	-	-	Meets	Meets	-	-	1119	1119	-	-	1158	1158
Science	-	-	96.7%						-	-	555	5				
Social Studies	-	-	96.7%						-	-	555	5				
Co[illegible]			99.0%						-	-	474	4				

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

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

The framework is based on either the 1 or 3 year report. Refer to page 5.

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

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

Annotated SPF Report(High School)

The school can earn points for each metric based on the ratings assigned. Schools with too few students may have fewer points eligible.

This is the school's data for each metric on this performance indicator. The data are used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 4.

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.

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

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.

N refers to the number of students included in each sub-indicator.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW — **Level: High**

School: REAL SCHOOL-H - 0003 — District: REAL DISTRICTS - 0001 (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	2	4		Approaching	1053	61.35	24
Mathematics	2	4		Approaching	1058	23.72	28
Writing	2	4		Approaching	1067	39.64	29
Science	0	0		-	-	-	-
Total	8	16	50%	Approaching			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	991	55	31	Yes
Mathematics	2	4		Approaching	994	40	96	No
Writing	2	4		Approaching	1002	51	70	No
English Language Proficiency (ACCESS)	1.5	2		Meets	97	61	69	No
Total	8.5	14	60.7%	Approaching				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	582	54	44	Yes
Minority Students	3	4		Meets	739	55	38	Yes
Students with Disabilities	2	4		Approaching	84	52	95	No
English Learners	3	4		Meets	188	57	65	No
Students needing to catch up	2	4		Approaching	412	54	80	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	583	41	99	No
Minority Students	2	4		Approaching	741	40	98	No
Students with Disabilities	2	4		Approaching	84	45	99	No
English Learners	2	4		Approaching	188	44	99	No
Students needing to catch up	2	4		Approaching	609	41	99	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	587	51	81	No
Minority Students	2	4		Approaching	748	52	78	No
Students with Disabilities	2	4		Approaching	85	48	99	No
English Learners	3	4		Meets	198	58	94	No
Students needing to catch up	2	4		Approaching	555	53	94	No
Total	34	60	56.7%	Approaching				

Postsecondary and Workforce Readiness	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Rate/Score*	*Expectation*
Graduation Rate: 4yr/*5yr*/6yr/7yr	3	4		Meets	510/*511*/512/525	78.6/*81.4*/77.1/76.4%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	313/*268*/246/230	79.9/*83.6*/78.5/73%	80%
Minority Students	0.75	1		Meets	374/*340*/332/331	78.6/*80.9*/76.8/76.1%	80%
Students with Disabilities	0.5	1		Approaching	58/53/52/*56*	60.3/50.9/69.2/*71.4*%	80%
English Learners	0.75	1		Meets	39/*55*/48/56	74.4/*85.5*/75/64.3%	80%
Dropout Rate	2	4		Approaching	2688	4.1%	3.6%
Colorado ACT Composite Score	2	4		Approaching	474	18.2	20
Total	9.75	16	60.9%	Approaching			

Annotated SPF Report (High School)

Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW **Level: High**

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	74.2	75.1	76.4
	2011	69	74.4	77.1	
	2012	75.6	*81.4*		
	2013	78.6			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	74.2	75.1	76.4
	2011	69	74.4	77.1	
	2012	75.6	81.4		
	2013	78.6			
	Aggregated	72.8	*76.7*	76.1	76.4

These tables show the 4, 5, 6, and 7-year graduation rates for the district overall and for disaggregated student groups. This page provides more detailed trend data than included in the PWR section.

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61	69	71	73
	2011	66.1	74.4	78.5	
	2012	75.9	*83.6*		
	2013	79.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61	69	71	73
	2011	66.1	74.4	78.5	
	2012	75.9	83.6		
	2013	79.9			
	gregated	71.6	*76*	74.8	73

The gray boxes refer to the 4, 5, 6, and 7-year grad rates used to determine the "best of" rate.

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.2	73.7	75.3	76.1
	2011	67.5	74.3	76.8	
	2012	74.5	*80.9*		
	2013	78.6			

uation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.2	73.7	75.3	76.1
	2011	67.5	74.3	76.8	
	2012	74.5	80.9		
	2013	78.6			
	Aggregated	71.9	*76.3*	76.1	76.1

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-y
Anticipated Year of Graduation	2010	39.3	56.1	62.5	*71*
	2011	42.3	52.8	69.2	
	2012	32.7	50.9		
	2013	60.3			

Red italics designate the "best of" grad rate among the 4, 5, 6, and 7-year rates.

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	0	39.3	56.1	62.5	71.4
	1	42.3	52.8	69.2	
of Graduation	2012	32.7	50.9		
	2013	60.3			
	Aggregated	44.2	53.4	65.7	*71.4*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.2	64.3	64.3	64.3
	2011	60.4	72.9	75	
	2012	75.9	*85.5*		
	2013	74.4			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.2	64.3	64.3	64.3
	2011	60.4	72.9	75	
	2012	75.9	85.5		
	2013	74.4			
	Aggregated	66	*74.2*	69.2	64.3

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.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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 SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Annotated SPF Report (High School)

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW — **Level: H**

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*		*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			TCAP		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	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• 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)	35
	• 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			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds				
	• at or above the state average but below 22 (using 2009-10 baseline).		Meets				
	• at or above 17 but below the state average (using 2009-10 baseline).		Approaching				
	• below 17.		Does Not Meet				

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

Cut-Points for Each Performance Indicator

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

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School Plan Type Assignments

	Plan description
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 State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of 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 category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-yea 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.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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

	Reading			Math			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					
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52					
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83					

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, to understand the ratings assigned.

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

	Reading			Math			W					
	Elem	Middle	High	Elem	Middle	High	Elem	M				
N of Schools	1032	507	362	1032	507	361	1032					
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

Acade...ps

This is a visual representation of the rubric used in 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.

The A...mic progress using the Colorado Growth Model. This indicator reflects 1) norm...rogress of the students in this school compared to that of other students state...P/TCAP) score history or a similar English language proficiency (ACCESS) score histor...rowth: whether this level of growth was sufficient for the typical (median) student in the...el of proficiency within a given length of time. For CSAP/TCAP, students are expec...three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

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, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

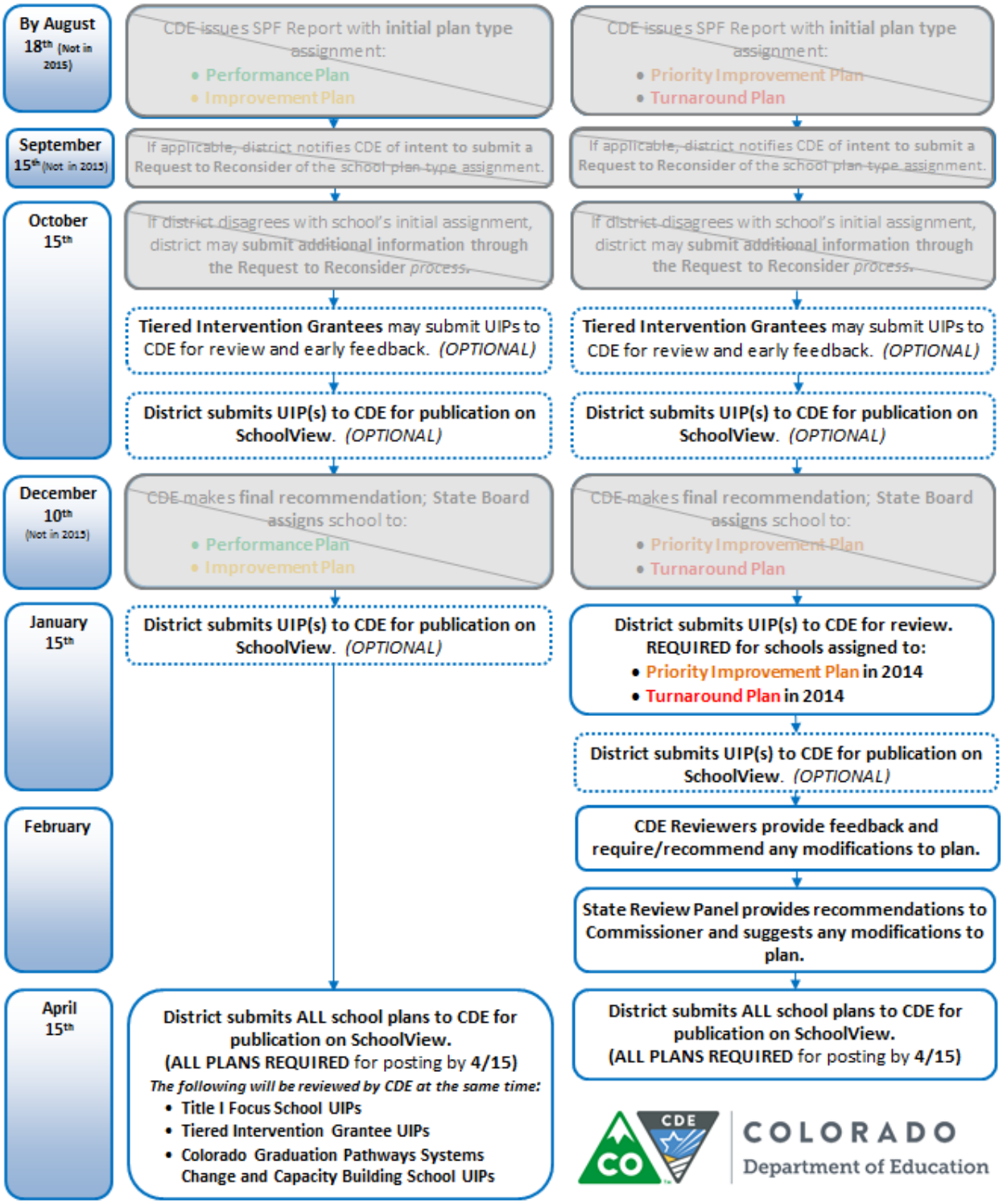
	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (20...		

State Mean C...

1-year (2...	
3-year (20...	

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, to understand the ratings assigned.

Appendix I: Timelines for School Plan Type Assignments and Plan Submission



Appendix J: 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, 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 K: Sample Notification Letter to Parents

[*District Address*]

[*Date—By September 30, 2015 and at least 30 days before public meeting*]

Dear Parents,

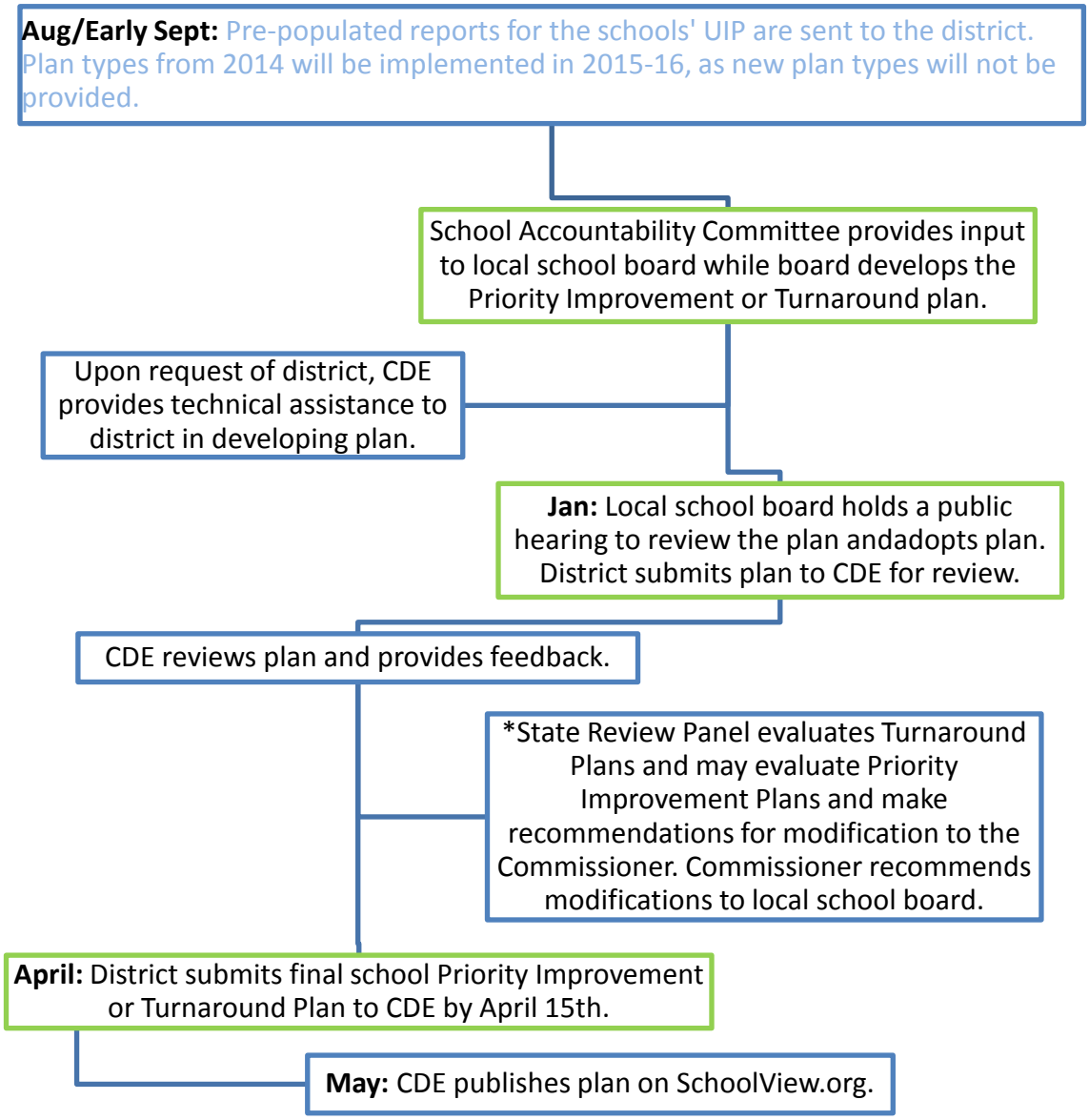
Pursuant to the Education Accountability Act of 2009, all public schools in Colorado are required to develop unified improvement plans (UIPs) that outline targets for performance outcomes and strategies that the school will implement to achieve academic improvement. Depending on performance, schools are expected to implement a performance plan, improvement plan, priority improvement plan, or turnaround plan. With the state transition to the Colorado Academic Standards (CAS) and the Colorado Measures of Academic Success (CMAS), new plan assignments will not be calculated in the 2015-16 school year; the 2014-15 plan type carries over for an additional year. Based on results from the Colorado School Performance Framework in 2014-15, [*school name*] will be updating its [PLAN ASSIGNMENT] plan during the 2015-16 school year.

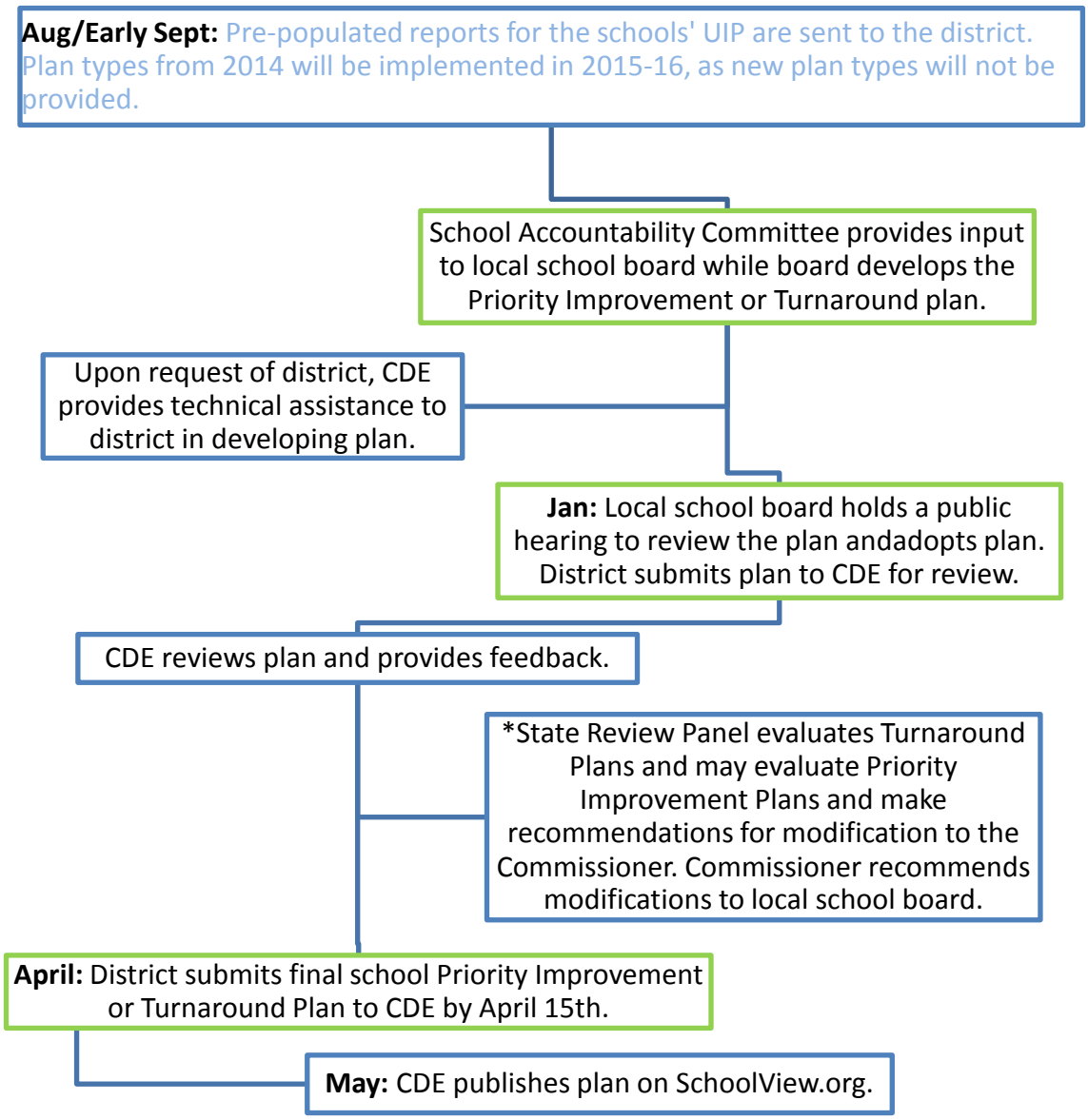
The school was assigned to this plan type last school year based on low-performance in the areas of [insert measures where the school did not meet expectations]. Attached is the 2014-15 school performance framework report that describes how the school has been evaluated.

The district must submit [*school name*]'s UIP to the Colorado Department of Education on or before *January 15, 2015* for review. The UIP provides the school a focused improvement plan, including a data analysis on student performance and a detailed action plan. To meet that deadline, the UIP 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*].

The School Accountability Committee will hold a public meeting to gather input from parents concerning the development of the plan on [*date*], at [*time*], in [*location].* Prior to adopting a plan, the local school board will hold a public hearing on [*date—at least 30 days after this notice is issued*], at [*time*], in [*location*] to review the plan. For more information, please contact [*name*] at [*contact information*].

Appendix L: Process for Reviewing *School* Priority Improvement and Turnaround Plans





(Light green font indicates district action; dark blue font indicates state action.)
* State Review Panel activities may occur over the course of the entire year.

Appendix M: Overview of Different Requirements for Priority Improvement and Turnaround Plans Compared to Improvement or Performance Plans

In addition to being accountable for the same requirements as all districts and schools, Priority Improvement and Turnaround districts and schools are accountable to unique requirements and sanctions and have access to additional supports as a way to promote even more powerful school and district improvements. The table below highlights the additional requirements, sanctions, and supports that are different for Priority Improvement and Turnaround districts and schools than from other schools and districts on Performance or Improvement plan types. For more information, see the Priority Improvement and Turnaround Supplement.

Requirement/Sanction/Support	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
District Accreditation Contracts	Contracts renewed each year, so long as the district remains "Accredited with Distinction" or "Accredited." A district that is "Accredited with Improvement Plan" will have its contract reviewed and agreed upon annually.	Contracts annually reviewed and agreed upon, until the district moves off of a Priority Improvement, Turnaround or Improvement Plan.
Development of Unified Improvement Plan (UIP) – Improvement Strategies	Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type.	Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type. For schools and districts with a Turnaround plan type, improvement strategies must, at a minimum, include one or more of the strategies outlined in 1 CCR 301-1 as a turnaround strategy (e.g., lead turnaround partner, conversion to a charter).

Requirement/Sanction/Support	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
Adoption of UIP – Responsible Party	School principal and district superintendent, or his or her designee, must adopt the Performance or Improvement plan. The local school board is encouraged to review and approve the plan "and to consider in its local policies whether it would like to require the school principal and district superintendent or designee to submit the plan to the local school board for approval."	Local school board must adopt the Priority Improvement or Turnaround plan.
Adoption of UIP – Deadline	The plan must be adopted by **April 15th**. Exception: -Small, Rural Districts and Schools with a Performance plan type: UIPs may be submitted biennially (every other year). For more information on this flexibility, go to the fact sheet at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources	The plan must be adopted by **January 15th**.

Requirement/Sanction/ Support	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
Submission of UIP to CDE	The plan must be submitted to CDE on or before **April 15th** for posting on SchoolView. Exception: Small, Rural Districts and Schools with a Performance plan type: UIPs may be submitted biennially (every other year). For more information on this flexibility, go to the fact sheet at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources	The plan must be submitted to CDE for review by **January 15th**. Following CDE feedback, districts must revise and re-submit plans by **March 30th**. CDE may choose to not approve a school plan and require changes by August 15. This is more likely if the school is further along on the Accountability Clock. The final plan (districts and schools) must be submitted to CDE on or before **April 15th** for posting on SchoolView.
Review of UIP by CDE	CDE does not review Performance and Improvement plans. Exceptions: CDE may review district and school UIPs for program specific requirements (e.g., Gifted Education, various grants such as the Colorado Graduation Pathways grant. Details are spelled out in the pre-populated report of the UIP.)	CDE reviews Priority Improvement and Turnaround Plans. For districts, CDE also reviews for other program purposes, including Title I, Title IIA, Title III (if identified as in need of Improvement), Student Graduation and Completion Plan (if identified as Designated Graduation District), TDIP grants and other competitive grants (e.g., ISP). For schools, Title I may also review if identified as a Title I Focus school. Some grants are included, such as Colorado Graduation Pathways, or Tiered Intervention Grant (TIG). Details are spelled out in the pre-populated report of the UIP.

Requirement/Sanction/ Support	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
Review of UIP by State Review Panel	The State Review Panel does not review Performance or Improvement Plans.	The State Review Panel may review Priority Improvement Plans and must review Turnaround Plans for schools and districts. In evaluating plans, the panel members will be asked to address the following: • 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 must review all schools and districts at the end of the Accountability Clock. Site visits may be included as well.

Requirement/Sanction/ Support	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
State Board Action / 5-Year Accountability Clock	Districts and schools on Performance or Improvement Plans are not subject to significant action directed by the State Board after any set period of time.	Districts and schools are not permitted to implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before facing action directed by the State Board, as specified in 1 CCR 301-1 (e.g., innovation, district re-organization). Note: HB15-1323 excludes the 2015-16 school year, during which accreditation ratings and school plan types will not be assigned, from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year will resume where the 2014-15 school year left off. Districts and schools on Turnaround Plans that have failed to make substantial progress may face action directed by the State Board at any time while on the accountability clock, as specified in 1 CCR 301-1.
Parent Notification and Involvement	Nothing is required.	For schools on Priority Improvement or Turnaround Plans, the district must notify parents of the students enrolled in the school of the type of plan that is required within 30 days, including the timeline for plan development and adoption. Schools must hold a public meeting prior to the adoption of the plan to solicit input from parents, concerning the contents of the plan. There are additional parent notification requirements for Title I schools with those plan types. Specifically, districts must notify the parents of eligible students of the choice and SES options. Refer to the parent notification requirements section of the Priority Improvement Turnaround Supplement.