

A stylized human figure logo in shades of gray and blue. The head is a white circle. The torso is a white shape that tapers to a point at the waist, where a bright blue light flare emanates. The arms and legs are large, curved shapes in various shades of gray and blue, suggesting movement or growth.

DCSD DISTRICT ACCOUNTABILITY COMMITTEE

UNIFIED IMPROVEMENT PLAN:

A DEEPER DIVE INTO SCHOOL PERFORMANCE
FRAMEWORKS

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Assessment & System
Performance

Tuesday, February 28, 2017

Douglas County School District


2016 - 17 Planning Timeline



Date	Task
September - October	School and District Performance Plans Issued
October - March	Data collection and analysis of programs
November - March	Review data and develop/revise plan
April 17	Public Posting of submitted Plan
June	Priority Improvement and Turnaround Plans with Required Changes due June


Source - https://www.cde.state.co.us/uip/2016-17_uip_submissionchart

School Plan Categories

 The School Performance Framework assigns to each school one of four plan types:

1. **Performance Plan** – meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. **Improvement Plan** – required to adopt and implement an Improvement Plan.
3. **Priority Improvement Plan** – required to adopt and implement a Priority Improvement Plan.
4. **Turnaround Plan** – required to adopt and implement a Turnaround Plan.

Assessment Data Used in SPF

- 
- CMAS – PARCC ELA/Math (Grades 3–9)
 - Achievement
 - Growth
 - CMAS – Science (Grades 5, 8, and 11)
 - Postsecondary (HS only)
 - CO ACT
-
- ACCESS (ELP) (Grades K–12)*

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Revised Plan Type Due to Request to Reconsider

2016 School Performance Framework

Plan Type

Performance Plan: Low Participation[^]

69.7 / 100

This is the plan type the school is required to adopt and implement, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. Framework points are calculated using the percentage of points earned out of points eligible.

Indicator Rating Totals

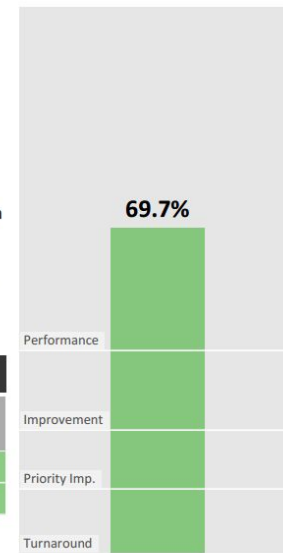
Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	80.5%	32.2 / 40	Meets
Academic Growth	62.5%	37.5 / 60	Meets

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability	Rating
					Participation Rate**	
English Language Arts	302	269	89.1%	3	90.0%	Does Not Meet 95%
Math	302	268	88.7%	3	89.6%	Does Not Meet 95%
Science	73	62	84.9%	0	84.9%	Does Not Meet 95%



The plan type presented above is based on the total percent of Framework Points earned out of Points Eligible:

Performance: at or above 53.0%


Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Performance Indicators



The performance frameworks measure attainment on the key performance indicators identified in SB 09-163 as the measures of educational success:

- Academic achievement
- Academic longitudinal growth
- Postsecondary and workforce readiness (HS only)

State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance.

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Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	<i>Cut-Point: The district or school earned...of the points eligible.</i>	
	• 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

Scoring Guide for 2016 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	Each Disaggregated Group	
Academic Achievement	<i>The district or school's mean scale score was (2016 baseline): see table below for actual values</i>		All Students	Each Disaggregated Group	
	• at or above the 85th percentile of all schools in 2016	Exceeds	8	1.00	
	• below the 85th percentile but at or above the 50th percentile	Meets	6	0.75	
	• below the 50th percentile but at or above the 15th percentile	Approaching	4	0.50	
	• below the 15th percentile of all schools in 2016	Does Not Meet	2	0.25	
	<i>Students Previously Identified for a READ Plan (bonus point)</i>				
• Mean scale score at or above 725 (CMAS PARCC Level 3 cut)				1 bonus point	
Academic Growth	<i>Median Growth Percentile was:</i>		All Students	Disaggregated Group	English Language Proficiency
	• at or above 65	Exceeds	8	1.00	4
	• below 65 but at or above 50	Meets	6	0.75	3
	• below 50 but at or above 35	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

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ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
English Language Arts	All Students	262	89.1%	756.9	87	8 / 8	Exceeds
	Previously Identified for READ Plan	17	100.0%	714.6	5	0 / 0	-
	English Learners	24	100.0%	750.4	76	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	30	91.4%	741.1	53	.75 / 1	Meets
	Minority Students	65	89.5%	759.5	89	1 / 1	Exceeds
	Students with Disabilities	35	94.6%	724.3	18	.5 / 1	Approaching
Math	All Students	261	88.7%	750.2	83	6 / 8	Meets
	English Learners	24	100.0%	751.3	84	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	30	91.4%	734.7	50	.75 / 1	Meets
	Minority Students	65	89.5%	755.2	89	1 / 1	Exceeds
	Students with Disabilities	34	91.9%	715.8	10	.25 / 1	Does Not Meet
	Science	All Students	62	84.9%	616.0	60	6 / 8
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	25.75 / 32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	187	55.0	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	20	49.0	.5 / 1	Approaching
	Minority Students	47	56.0	.75 / 1	Meets
	Students with Disabilities	24	49.5	.5 / 1	Approaching
Math	All Students	186	48.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	20	45.5	.5 / 1	Approaching
	Minority Students	47	55.0	.75 / 1	Meets
	Students with Disabilities	23	54.0	.75 / 1	Meets
ELP (2015)	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	13.75 / 22	Meets

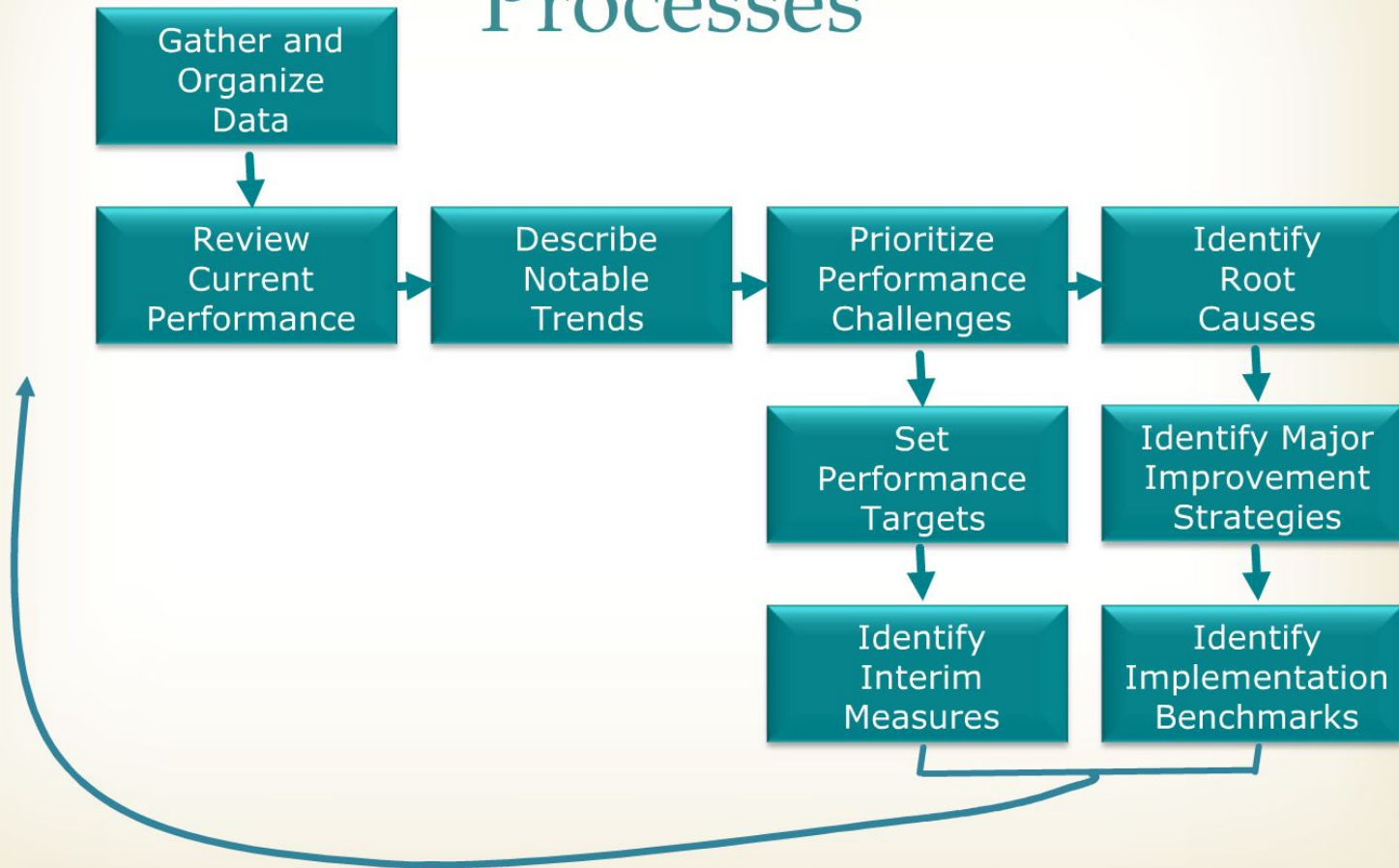
School Performance Frameworks

Resources:


- [CDE School Performance Frameworks site](#)
- [2016 Framework Scoring Guide \(PDF\)](#)
- [2016 SPF DPF Changes Document \(PDF\)](#)
- [Guide to the 2016 DPF/SPF Ratings](#)
- [Annotated School Performance Framework \(PDF\)](#)
- [SchoolView - Accessing 2016 SPF](#)
- [CDE - District Dashboard](#)



Unified Improvement Planning Processes



2016 - 17 UIP Changes

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- New Performance Frameworks
 - Targets (Graduation, Dropout etc.)
 - Growth Data
 - Performance Areas
 - Disaggregated Achievement
 - New UIP Template
 - UIP Online System – Required